



# starting points in mathematics

# 2

## blackline masters

Print + or -. Complete the number sentences.



How many birds  
are there in all?

$2 \bigcirc 1 = \underline{\quad}$



How many birds  
are left?

$5 \bigcirc 2 = \underline{\quad}$



How many rabbits  
are left?

$4 \bigcirc 1 = \underline{\quad}$



How many rabbits  
are there in all?

$3 \bigcirc 3 = \underline{\quad}$

CURRICULUM

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# Blackline Masters for starting points in mathematics

## Level 2

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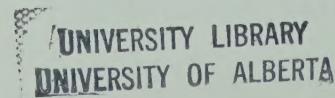
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## To the Teacher

This book is designed for use with *Starting Points In Mathematics 2 Revised* and provides the following.

Reduced Blackline Master Sheets with Answers and Teacher's Notes	T2-T32
Contents of Blackline Master Sheets	T33-T34
Blackline Master Sheets	1-92

These materials provide opportunities for practice, extension, enrichment, and evaluation. The contents on pages T33 and T34 suggest the corresponding student text page after which each master sheet may be used. The relevant student text page number also appears at the top of each master sheet. It must be kept in mind, however, that the most appropriate time for use of each master sheet is best determined by the teacher for his or her particular class.

Master Sheets 85 to 92 are not keyed to particular student text pages. Suggestions for using these sheets are given on page T30.

Before assigning independent work, the teacher should make certain that the directions are understood by the children. When a page has been completed, the teacher and the children should discuss and correct the responses together. Better learning will occur if the correction can take place as soon as possible after the page is completed.

1 For the exercises on this sheet, the children read the number words *zero* to *nine*, draw the appropriate number of faces, and print the corresponding numeral.

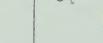
2 This sheet reinforces sequence of the numbers to 10 and provides practice in recognizing and using the symbols for *is greater than* and *is less than*. In the last two exercises in each frame at the bottom of the sheet, the numbers in each pair are reversed and thus the symbol will also be reversed.

Some children may wish to color the picture after they complete the dot-to-dot sequence.

3 Addition facts are reviewed for sums to 9. When the children have finished, discuss the addends and sums for the first three rows. For example, in the first row, the first addend is always 4 and the second addend increases by 1 each time.

The second part of the sheet reviews the order property of addition. Some children may first add and then draw the matching lines whereas other children will draw the matching lines first and then add to check.

Draw 's. Print the numeral.

two	three	zero
		
2	3	0
six	four	five
		
6	4	5
ten	eight	
		
10	8	
seven	nine	
		
7	9	

## Add.

$$\begin{array}{r}
 4 \quad 4 \quad 4 \quad 4 \quad 4 \quad 4 \\
 +0 \quad +1 \quad +2 \quad +3 \quad +4 \quad +5 \\
 \hline
 4 \quad 5 \quad 6 \quad 7 \quad 8 \quad 9
 \end{array}$$

$$\begin{array}{r}
 7 \quad 6 \quad 5 \quad 4 \quad 3 \quad 2 \\
 +2 \quad +2 \quad +2 \quad +2 \quad +2 \quad +2 \\
 \hline
 9 \quad 8 \quad 7 \quad 6 \quad 5 \quad 4
 \end{array}$$

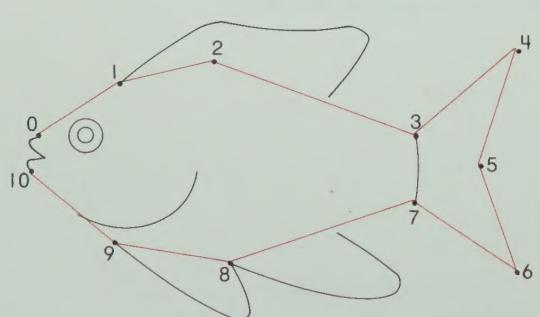
$$\begin{array}{r}
 1 \quad 2 \quad 3 \quad 3 \quad 2 \quad 1 \\
 +1 \quad +2 \quad +3 \quad +4 \quad +5 \quad +6 \\
 \hline
 2 \quad 4 \quad 6 \quad 7 \quad 7 \quad 7
 \end{array}$$

## Add. Match.

$2 + 1 = 3$	$5 + 3 = 8$
$3 + 5 = 8$	$5 + 4 = 9$
$4 + 2 = 6$	$2 + 3 = 5$
$6 + 3 = 9$	$1 + 2 = 3$
$3 + 2 = 5$	$8 + 0 = 8$
$4 + 5 = 9$	$3 + 6 = 9$
$0 + 8 = 8$	$2 + 4 = 6$

Complete.

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----



Use  $>$  or  $<$ .

2 $\textcircled{<} 7$	8 $\textcircled{>} 5$	4 $\textcircled{<} 10$
6 $\textcircled{<} 9$	3 $\textcircled{>} 0$	5 $\textcircled{>} 2$
6 $\textcircled{>} 3$	9 $\textcircled{>} 4$	7 $\textcircled{>} 1$
3 $\textcircled{<} 6$	4 $\textcircled{<} 9$	1 $\textcircled{<} 7$

4 This sheet provides practice in determining the value of a set of coins for amounts to 9¢. Discuss the two ways shown for representing amounts of 5¢ and 6¢. Have the children suggest other similar examples.

5 This sheet provides practice in addition for sums to 9. Begin by discussing which color is associated with each of the sums 3 to 9. Have the children color each crayon the appropriate color. Tell the children to complete all the sums before they begin to color inside the rectangles.

6 This sheet provides addition and subtraction practice for sums and minuends to 9. Because this is the first time the two operations appear on the same page, children should be cautioned to observe the + and - symbols. For every subtraction exercise in the first three rows, there is an addition exercise involving the same two numbers.

Some children may notice a pattern in the last three rows of exercises: the answer obtained in one exercise is the same as the first number in the next exercise.

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 20

How much?



1 ¢



5 ¢



6 ¢



3 ¢



7 ¢



4 ¢



8 ¢



5 ¢



9 ¢



6 ¢

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 24

5

Color.

3 brown	4 green	5 purple	6 orange
7 yellow	8 blue	9 red	
7 + 1 = 8 blue	3 + 5 = 8 blue	5 + 3 = 8 blue	1 + 7 = 8 blue
yellow 6 + 1 = 7	4 +5 2 + 1 = 3	5 +4 9 brown	yellow 1 + 6 = 7
8 +1 2 + 5 = 7 yellow red	9 +5 0 + 3 = 3 red	9 +4 brown red	yellow 5 + 2 = 7 7 +2
9 red +2 3 5 purple	green 1 + 3 = 4 +3 7 7 purple	4 0 +7 3 + 1 = 4 +3 green 5 purple	0 2 +3 2 red 9 purple
1 +4 5 purple	0 +5 5 purple	6 + 3 = 9 red brown 3 + 0 = 3 purple	0 + 9 = 9 red brown 1 + 2 = 3 purple purple
		2 +6 8 blue	8 +0 8 blue
orange 4 + 2 = 6	orange 3 + 3 = 6	orange 6 + 0 = 6	orange 1 + 5 = 6

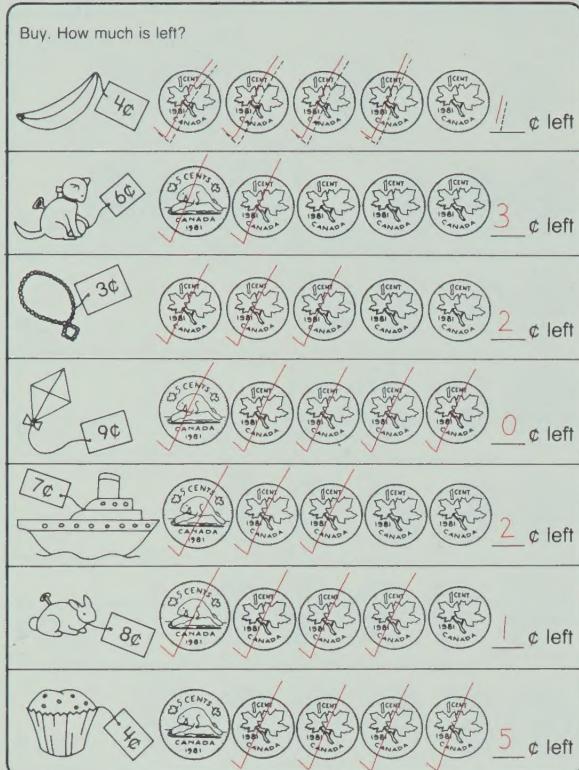
Name \_\_\_\_\_

SPM 2 Masters  
Follows page 28

6

Add or subtract.

4 +2 6	4 -2 2	5 -3 2	5 +3 8	7 +2 9	7 -2 5
6 +1 7	6 -1 5	5 +4 9	5 -4 1	3 +3 6	3 -3 0
8 +0 8	8 -0 8	2 +2 4	2 -2 0	6 +3 9	6 -3 3
5 +2 7	7 -6 1	1 +4 5	5 -2 3	3 +6 9	3 -6 3
3 +2 5	5 -5 0	0 +8 8	8 -4 4	4 +3 7	4 -5 2
2 +4 6	6 -4 2	2 +6 8	8 -5 3	3 +1 4	3 -1 0



7 Have the children mark ✓'s on the coins needed to "buy" each item. Then have them determine the value of the remaining coins and print the numeral. Some children may be able to print the subtraction sentence for each exercise, although it is not required at this time. Have them show the sentence without the ¢ symbol; for example,  $5 - 4 = 1$  for the first exercise.

8 This sheet reinforces order of the numbers to 20 and recognition of the words for the numbers 11 to 20. The children must count backwards to complete the sequence in the last exercise.

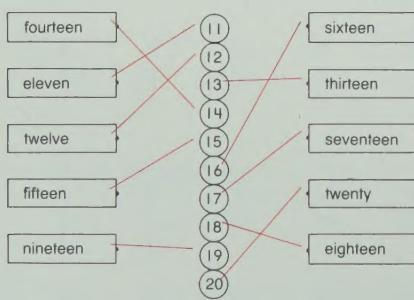
9 The children are to print a number sentence to show how many dots there are in the first part of the set, how many there are in the second part of the set, and how many there are in all. Sums to 10 are involved.

You may wish to assign this sheet again to review the order property of addition. Have the children turn their sheets upside down to show the sets of dots in the opposite order. Have them write the corresponding addition sentences and compare their sentences with those obtained the first time.

Complete.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20									

Match.



Complete.

12 13 14 15 16 17 18 19 20

16 15 14 13 12 11 10 9 8

Write a number sentence for each.



$$3 + 2 = 5$$



$$4 + 3 = 7$$



$$2 + 4 = 6$$



$$5 + 5 = 10$$



$$6 + 3 = 9$$



$$3 + 5 = 8$$



$$8 + 2 = 10$$



$$2 + 0 = 0$$



$$4 + 6 = 10$$



$$4 + 5 = 9$$

10 For the first part of the sheet, the children complete diagrams to find the missing addends. Some children may need to draw similar diagrams for the second part. When the children have finished, draw attention to the three addition exercises in vertical form at the bottom of the sheet. Ask why the three exercises give the same sum. Challenge the children to write other similar sets of exercises.

11 Encourage the children to discuss their results. For example, some children may have copied a diagram in the same position whereas others may have copied it in a different position on the four-by-four array of dots. Others may have drawn squares of different sizes or triangles of different shapes. Use copies of Master Sheet 88 for further practice. Suggestions are given on page T30.

Challenge the children to draw as many different shapes as they can on a three-by-three array of dots so that there is just one dot inside the shape.

12 Only one path is possible for the first maze. Have the children find the shortest path and one other path for the second maze. At the bottom of the sheet, the answer for one exercise is the same as the first number in the next exercise.

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 42

10

Draw dots to complete each set.  
Complete the number sentences.



$$2 + 3 = 5$$



$$6 + 4 = 10$$



$$3 + 4 = 7$$

Complete the number sentences.

$$4 + 2 = 6 \quad 5 + 5 = 10 \quad 4 + 5 = 9$$

$$3 + 5 = 8 \quad 1 + 3 = 4 \quad 3 + 4 = 7$$

$$8 + 2 = 10 \quad 6 + 2 = 8 \quad 3 + 2 = 5$$

$$5 + 2 = 7 \quad 3 + 6 = 9 \quad 4 + 0 = 4$$

Add.

$$3 + 1 + 1 = 5 \quad 3 \quad 3 \quad 3$$

$$2 + 3 + 3 = 8 \quad 2 \quad 2 \quad 3$$

$$4 + 2 + 4 = 10 \quad \underline{+ 1} \quad \underline{+ 2} \quad \underline{+ 3}$$

$$6 + 0 + 4 = 10 \quad 2 \quad 4 \quad 4$$

$$3 + 3 + 4 = 10 \quad 4 \quad 2 \quad 1$$

$$1 + 5 + 2 = 8 \quad \underline{+ 1} \quad \underline{+ 1} \quad \underline{+ 2}$$

Name \_\_\_\_\_

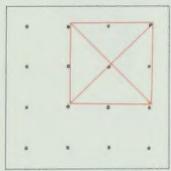
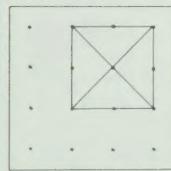
SPM 2 Masters  
Follows page 46

11

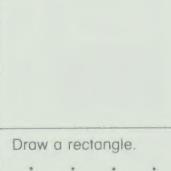
SPM 2 Masters  
Follows page 47

12

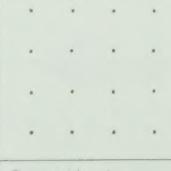
Copy.



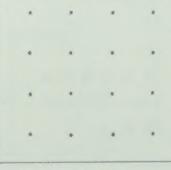
Draw a circle.



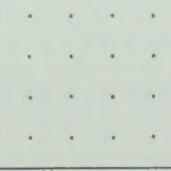
Draw a rectangle.



Draw a triangle.

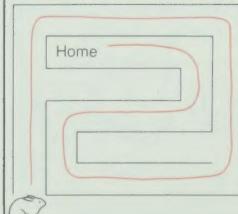


Draw a square.

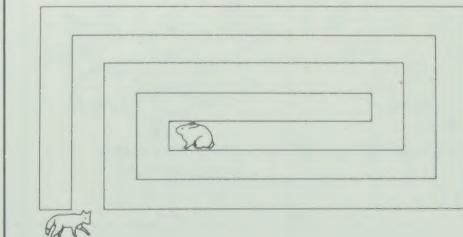


Name \_\_\_\_\_

Find a way home.



Can the fox catch the rabbit?



Yes

No

Complete.

$$5 - 2 = 3$$

$$3 + 6 = 9$$

$$9 - 5 = 4$$

$$4 + 4 = 8$$

$$8 - 6 = 2$$

$$2 + 5 = 7$$

$$7 - 3 = 4$$

$$4 + 5 = 9$$

$$9 - 6 = 3$$

$$3 + 7 = 10$$

$$1 + 5 = 6$$

$$6 - 3 = 3$$

$$3 + 0 = 3$$

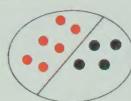
$$3 - 2 = 1$$

$$1 + 9 = 10$$

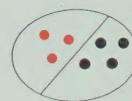
Draw dots to complete each set.  
Complete the number sentences.



$$\underline{2} + 3 = 5$$



$$\underline{6} + 4 = 10$$



$$\underline{3} + 4 = 7$$

Complete the number sentences.

$$\underline{2} + 2 = 4 \quad \underline{6} + 2 = 8 \quad \underline{0} + 3 = 3$$

$$\underline{3} + 3 = 6 \quad \underline{5} + 1 = 6 \quad \underline{5} + 4 = 9$$

$$\underline{4} + 4 = 8 \quad \underline{4} + 3 = 7 \quad \underline{4} + 5 = 9$$

$$\underline{5} + 5 = 10 \quad \underline{3} + 7 = 10 \quad \underline{3} + 2 = 5$$

Add or subtract.

$$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ - 5 \\ \hline 1 \end{array} \quad \begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 7 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ + 5 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array} \quad \begin{array}{r} 2 \\ + 6 \\ \hline 8 \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline 3 \end{array} \quad \begin{array}{r} 3 \\ + 6 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ - 2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 7 \\ + 3 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 4 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ + 4 \\ \hline 10 \end{array} \quad \begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array} \quad \begin{array}{r} 2 \\ + 7 \\ \hline 9 \end{array} \quad \begin{array}{r} 9 \\ - 6 \\ \hline 3 \end{array}$$

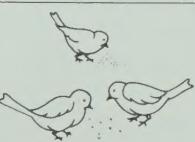
13 For the first part of the sheet, the children complete diagrams to find the missing addends. Some children may need to draw similar diagrams to help them complete the second part. For the three rows of exercises in vertical form, the answer for one exercise is the same as the first number in the next exercise.

14 For the exercises on this sheet, the children determine whether a given illustration suggests addition or subtraction. This is important for the development of problem-solving skills. With the assistance of the illustrations, the children learn to associate key words in a word problem with the operation of addition or subtraction.

Discuss the situation in each picture and have the children tell whether addition or subtraction is suggested. Before they complete the number sentence, have the children ring the key words in the question (in all, are left) to emphasize the related operation.

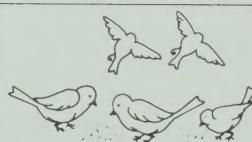
15 Discuss different ways that the square, the circle, and the rectangle can be marked to show halves.

Print + or -. Complete the number sentences.



How many birds are there in all?

$$2 \textcircled{+} 1 = \underline{3}$$



How many birds are left?

$$5 \textcircled{-} 2 = \underline{3}$$



How many rabbits are left?

$$4 \textcircled{-} 1 = \underline{3}$$



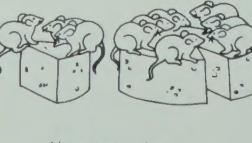
How many rabbits are there in all?

$$3 \textcircled{+} 3 = \underline{6}$$



How many mice are left?

$$10 \textcircled{-} 3 = \underline{7}$$

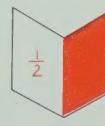
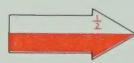
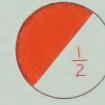
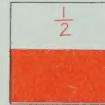


How many mice are there in all?

$$3 \textcircled{+} 7 = \underline{10}$$

Mark and color one half of each shape.

Print  $\frac{1}{2}$  on the other half.



Complete.

Whole set	Half of the set	Half of the set
•••••	6	••• 3
••	2	• 1
••••••••••	10	••••• 5
••••	4	•• 2
••••••••	8	•••• 4

**16** Before the children ring groups of ten, you may wish to have them estimate how many tens they think there will be for each exercise. Use copies of Master Sheet 89 for further practice with tens and ones. Suggestions are given on page T30.

**17** This sheet reviews related addition and subtraction facts for sums and minuends to 10. Each path in the second part of the sheet involves adding a number and then subtracting the same number. The first path, for example, suggests the related sentences  $6 + 2 = 8$  and  $8 - 2 = 6$ . The first and last numbers in a path are the same.

For the last part of the sheet, two solutions are possible for  $3 \underline{\quad} 0 = 3$ . Use copies of Master Sheet 85 for further practice with similar paths. Suggestions are given on page T30.

**18** Addition and subtraction facts for sums and minuends to 10 are reviewed. Discuss the procedure for using a code. Remind the children to note the symbols + and - so that they will know whether to add or subtract. Some children may be interested to use the code to prepare similar exercises for other cities and towns.

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 59

16

Ring groups of ten. Show how many.



1 ten 2 ones  
12



1 ten 5 ones  
15



2 tens 1 ones  
21



1 tens 1 ones  
11



4 tens 5 ones  
45

Draw



1 ten 6 ones  
16



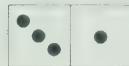
2 tens 3 ones  
23

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 59

17

Complete the number sentences



$$3 + 1 = \underline{\quad}$$

$$1 + 3 = \underline{\quad}$$



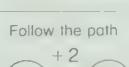
$$3 + \underline{\quad} = \underline{\quad}$$

$$4 + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + 7 = \underline{\quad}$$

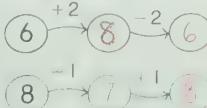
$$\underline{\quad} + 3 = \underline{\quad}$$



$$10 - \underline{\quad} = \underline{\quad}$$

$$10 - \underline{\quad} = \underline{\quad}$$

Follow the path



Print + or

$$5 \bigcirc 3 = 8$$

$$9 \bigcirc 7 = 2$$

$$4 \bigcirc 3 = 1$$

$$8 \bigcirc 3 = 5$$

$$2 \bigcirc 7 = 9$$

$$1 \bigcirc 3 = 4$$

$$5 \bigcirc 4 = 1$$

$$4 \bigcirc 6 = 10$$

$$4 \bigcirc 3 = 7$$

$$1 \bigcirc 4 = 5$$

$$10 \bigcirc 6 = 4$$

$$7 \bigcirc 3 = 4$$

$$5 \bigcirc 4 = 9$$

$$3 \bigcirc 0 = 3$$

$$10 \bigcirc 5 = 5$$

$$9 \bigcirc 4 = 5$$

$$3 \bigcirc 3 = 0$$

$$5 \bigcirc 5 = 10$$

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 59

18

Here is a code.

Add or subtract to find out where each letter is going

L	G	I	E	M	N	R	D	A	T	O
0	1	2	3	4	5	6	7	8	9	10

2	9	1	5	9	4					
+4	-6	+0	-3	-4	+4					
6	3	1	2	5	8					
R	E	G	I	N	A					

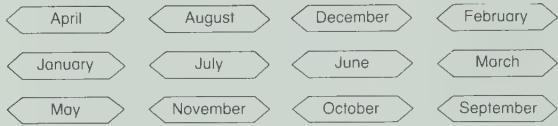
4	6	8	3	2	10					
4	+4	3	+4	8	5					
8	8	7	7	12	13					
C	A	N	A	D	A					

9	3	3	8	10	3					
-5	+7	-2	+1	-4						
4	10	1	9	6						
C	A	N	A	D	A					

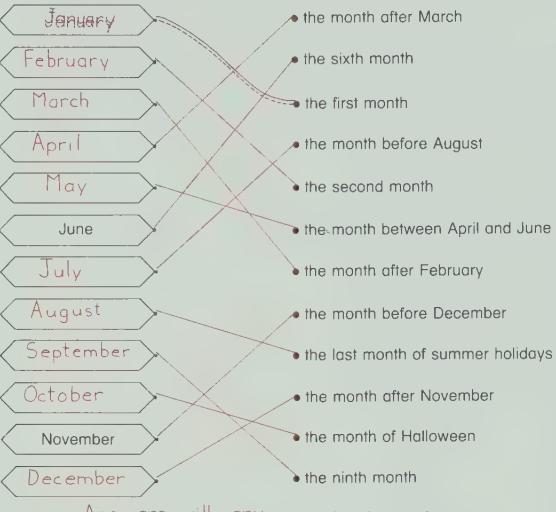
7	9	6	4	6	4	6	1			
-4	-2	-2	+6	-1	+5	+4	+4			
3	7	4	10	5	9	7	5			
C	A	N	A	D	A					

10	5	3	1	7	3	10				
1	+5	+3	+9	-2	+6	+0				
6	8	6	19	5	9	10				
C	A	N	A	D	A					

Read.



Complete and match.



Answers will vary. • my favorite month

Complete.

twenty-four	24	2 tens 4 ones
fifty-nine	59	5 tens 9 ones
forty-seven	47	4 tens 7 ones
eighty-two	82	8 tens 2 ones
ninety-five	95	9 tens 5 ones
thirty-three	33	3 tens 3 ones
sixty-eight	68	6 tens 8 ones
forty-six	46	4 tens 6 ones
twenty	20	2 tens 0 ones
sixty-nine	69	6 tens 9 ones
eighty-one	81	8 tens 1 ones
thirty-five	35	3 tens 5 ones

19 The names of the months are given in alphabetical order at the top of the sheet to help the children print the names for the matching activity. The matching activity provides review of ordinal numbers and the concepts *before*, *after*, and *between*. Ask the children why they chose a particular month as their favorite month.

20 This sheet provides practice using place value concepts for numbers to 99 and reading word names for numbers. Use copies of Master Sheet 89 for further practice. Suggestions are given on page T30.

21 For the word problems, the key words that indicate the required operation are “get on” (addition) and “get off” (subtraction). You may wish to have the children ring the key words in each problem and print the symbol for the related operation beside the words.

It would be beneficial to have the children act out the situations for these problems. They can be performed in sequence because at the end of the first problem and also at the beginning of the second problem, nine children are on the bus. The second and third problems and third and fourth problems are similarly related.

Complete.

+ 2 6 3 0 5 4	+ 1 4 3 5 0 2
4 6 10 7 4 9 8	5 6 9 8 10 5 7
- 2 6 8 3 5 9	- 4 9 6 2 8 5
10 8 4 2 7 5 1	9 5 0 3 7 1 4

Write a number sentence. Show the answer.

7 children are on the bus.  
2 more children get on.  
How many children are on the bus now?

$$7 + 2 = 9$$

9 children

9 children are on the bus.  
5 children get off.  
How many children are on the bus now?

$$9 - 5 = 4$$

4 children

4 children are on the bus.  
2 more children get on.  
How many children are on the bus now?

$$4 + 2 = 6$$

6 children

6 children are on the bus.  
6 children get off.  
How many children are on the bus now?

$$6 - 6 = 0$$

0 children

**22** Order of the numbers to 100 is reviewed. For numbers greater than 79, the last number in the row is also 79 and the children should not ring the numeral. Similarly, for numbers less than 90, the last number in the row is also 90.

If you wish, have the children ring the numbers greater than the first number and also check the numbers less than the first number for each of the six rows of exercises. The third row, for example, would show the following.

79    80    39    51    70    96    24    79  
 ✓    ✓    ✓    ✓    ✓

**23** This sheet provides practice in determining the value of a set of coins for amounts to 25¢. When the children have finished, ask them for the number of sets of coins shown that have the value 25¢. Have them draw coins for another way to show 25¢.

**24** Time, to the hour and to the half-hour is reviewed on this sheet. You may wish to ask the children for the time shown on each clock at the top of the sheet, before they print the missing numerals.

Name \_\_\_\_\_

Show the numbers

Before
29
45
70
98
30
46
71
99
31
47
72
100

Between
17
26
59
80
18
27
60
81
19
28
61
82

After
8
41
68
94
9
42
69
95
10
43
70
96

Ring the numbers greater than

37    19    40    52    34    73    90    38

52    61    25    70    95    46    88    57

79    80    39    51    70    96    24    79

Check the numbers less than

29    14    33    52    25    3    20    82

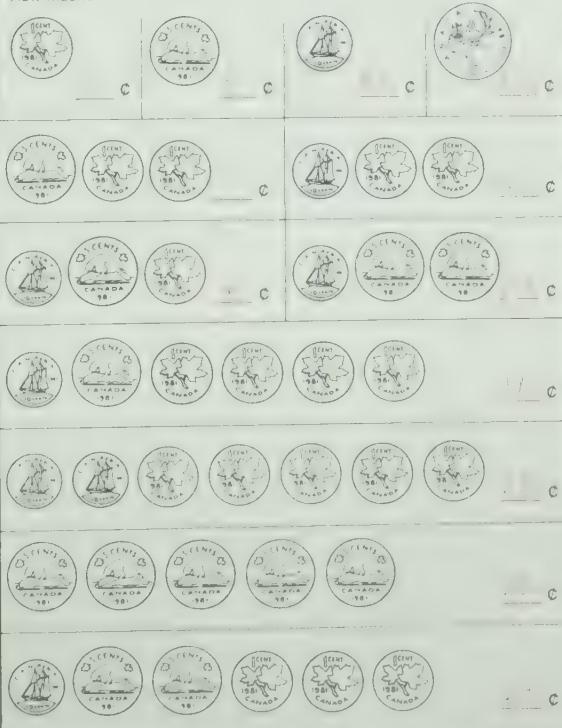
61    47    38    58    74    60    95    0

90    66    7    58    83    99    92    90

Name \_\_\_\_\_

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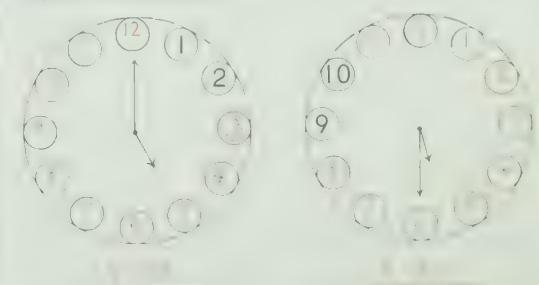
How much?



Name \_\_\_\_\_

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Complete. What time is shown?



What time is shown?



Show the time



25 This sheet reinforces counting by ones, twos, fives, and tens. For the last set of exercises, the children must determine the pattern in order to complete the sequence.

26 For the first part of the sheet, discuss how an exercise can be corrected in more than one way. For example,  $9 - 3 = 4$  can be corrected by changing the difference ( $9 - 3 = 6$ ), by changing the minuend ( $7 - 3 = 4$ ), or by changing the subtrahend ( $9 - 5 = 4$ ).

The second part of the sheet reviews recognizing and continuing patterns. Have the children create patterns of their own on geopaper. Use copies of page T342 in the Teacher's Edition of the student text.

27 For the first part of the sheet, the children must determine whether addition or subtraction is required. Note that  $4 \underline{\quad} 0 = 4$  can be completed using either  $+$  or  $-$ .

In the second part of the sheet, pairs of exercises in the first row show the same numbers with opposite operations. Pairs of exercises in the second row show the same addends in the opposite order. Pairs of exercises in the third row suggest related subtraction facts. Have the children write other similar pairs of exercises.

Count by ones.

9	10	11	12	13	14	15	16
37	38	39	40	41	42	43	44
85	86	87	88	89	90	91	92

Count by twos.

2	4	6	8	10	12	14	16
1	3	5	7	9	11	13	15

Count by fives.

5	10	15	20	25	30	35	40
25	30	35	40	45	50	55	60

Count by tens.

10	20	30	40	50	60	70	80
4	14	24	34	44	54	64	74
29	39	49	59	69	79	89	99

Complete.

6	8	10	12	14	16	18	20
21	22	23	24	25	26	27	28
17	27	37	47	57	67	77	87
15	20	25	30	35	40	45	50

Find 9 mistakes. Correct them.

3	9	5	7	3	6
+2	-3	+4	-2	+7	+3
5 ✓	<del>4</del> 6	9 ✓	<del>9</del> 5	10 ✓	<del>8</del> 9

8	5	10	10	7	4
-7	+3	-6	-2	<del>±</del> 2	+4
1 ✓	8 ✓	<del>3</del> 4	8 ✓	9 ✓	<del>0</del> 8

$3 + 3 = \cancel{0} 6$     $1 + 4 = 5 \checkmark$     $0 + 6 = \cancel{0} 6$   
 $5 - 1 = 4 \checkmark$     $9 - 8 = \cancel{2} 1$     $10 - 5 = 5 \checkmark$   
 $4 + 3 = \cancel{X} 7$     $7 - 5 = 2 \checkmark$     $8 - 0 = 8 \checkmark$

Complete.

Print + or -.

$6 \ominus 2 = 4$	$7 \ominus 1 = 9$	$4 \oplus 3 = 7$
$6 \oplus 5 = 11$	$8 \oplus 2 = 10$	$9 \ominus 4 = 5$
$3 \ominus 3 = 0$	$6 \ominus 4 = 2$	$5 \oplus 5 = 10$
$11 \ominus 3 = 8$	$2 \oplus 7 = 9$	$7 \oplus 4 = 11$
$9 \ominus 2 = 11$	$5 \oplus 3 = 8$	$4 \oplus 0 = 4$

Complete.

4	4	5	5	6	6
+2	-2	+4	-4	+3	-3
6	2	9	1	9	3

2	6	3	8	6	4
+6	+2	+8	+3	+4	+6
8	8	11	11	10	10

9	9	11	11	10	10
-8	-1	-4	-7	-7	-3
1	8	7	4	3	7

4	3	2	3	4	2
2	0	2	4	4	4
7	5	4	3	2	4

**28** To help the children solve word problems, have them ring the key words (in all, are left) and print the symbol for the indicated operation before they write the number sentence. The last problem requires writing an addition sentence with three addends.

**29** This sheet highlights patterns involving addition and subtraction facts for sums and minuends to 13. After the children have finished, discuss the patterns observed.

**30** For the first part of the sheet, the children write the addition sentence for the three squares that are shaded in the number strip.

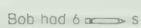
For the second part, the children determine which three squares can be colored for a sum of 10. A process of trial and error will likely be used. Challenge them to find four possible addition sentences for the sum of 10. Each number can be used only once as an addend in a sentence. For example, the sentence  $3 + 3 + 4 = 10$  is not a possible solution.

Name \_\_\_\_\_

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**28**

Write a number sentence for each problem.  
Show the answer.

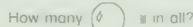
Bob had 6  s

Pat has 4  s

He gave Pat 2  s

Bob has 7  s

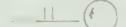
How many  's were left?

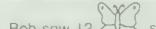
How many  in all?

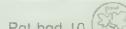
$$6 - 2 = 4$$

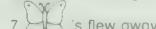
$$4 + 7 = 11$$

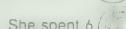
 s

 s

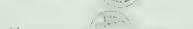
Bob saw 12  s

Pat had 10  s

7  's flew away

She spent 6  s

How many  's were left?

How many  s were left?

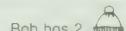
$$12 - 7 = 5$$

$$10 - 6 = 4$$

 s

 s

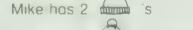
Pat saw 8  s

Bob has 2  s

She saw 4 more  s

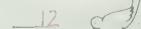
Pat has 2  s

How many  in all?

Mike has 2  s

$$8 + 4 = 12$$

$$2 + 7 + 2 = 6$$

 s

 s

Name \_\_\_\_\_

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**29**

Complete

$$5 + 3 = 8$$

$$6 + 3 = 9$$

$$7 + 3 = 10$$

$$5 + 4 = 9$$

$$6 + 4 = 10$$

$$7 + 4 = 11$$

$$5 + 5 = 10$$

$$6 + 5 = 11$$

$$7 + 5 = 12$$

$$5 + 6 = 11$$

$$6 + 6 = 12$$

$$7 + 6 = 13$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline 10 \end{array}$$

$$10 - 7 = 3$$

$$10 - 8 = 2$$

$$10 - 9 = 1$$

$$11 - 7 = 4$$

$$11 - 8 = 3$$

$$11 - 9 = 2$$

$$12 - 7 = 5$$

$$12 - 8 = 4$$

$$12 - 9 = 3$$

$$13 - 7 = 6$$

$$13 - 8 = 5$$

$$13 - 9 = 4$$

$$\begin{array}{r} 10 \\ - 10 \\ \hline 0 \end{array}$$

$$\begin{array}{r} 13 \\ - 6 \\ \hline 7 \end{array}$$

Name \_\_\_\_\_

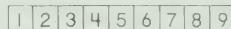
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**30**

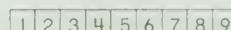
Write the number sentence.



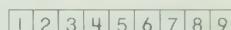
$$2 + 3 + 5 = 10$$



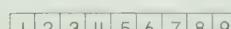
$$2 + 4 + 4 = 10$$



$$1 + 4 + 6 = 11$$



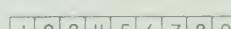
$$2 + 4 + 6 = 12$$



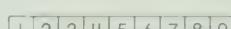
$$1 + 3 + 9 = 13$$



$$1 + 2 + 4 = 7$$



$$2 + 2 + 3 = 3$$

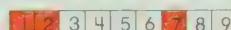


$$2 + 4 + 8 = 14$$

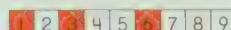
Color three to show a sum of ten.

Find four ways.

Complete the number sentences.



$$1 + 2 + 7 = 10$$



$$1 + 3 + 6 = 10$$

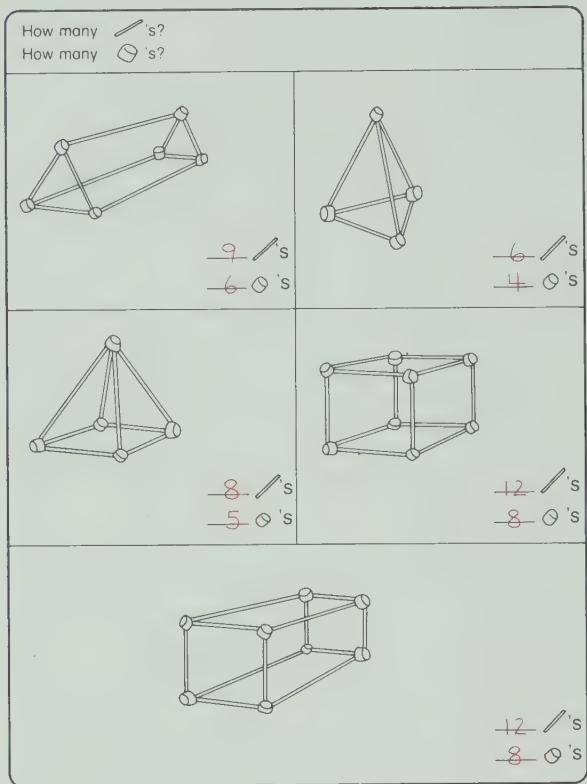


$$1 + 4 + 5 = 10$$



$$2 + 3 + 5 = 10$$

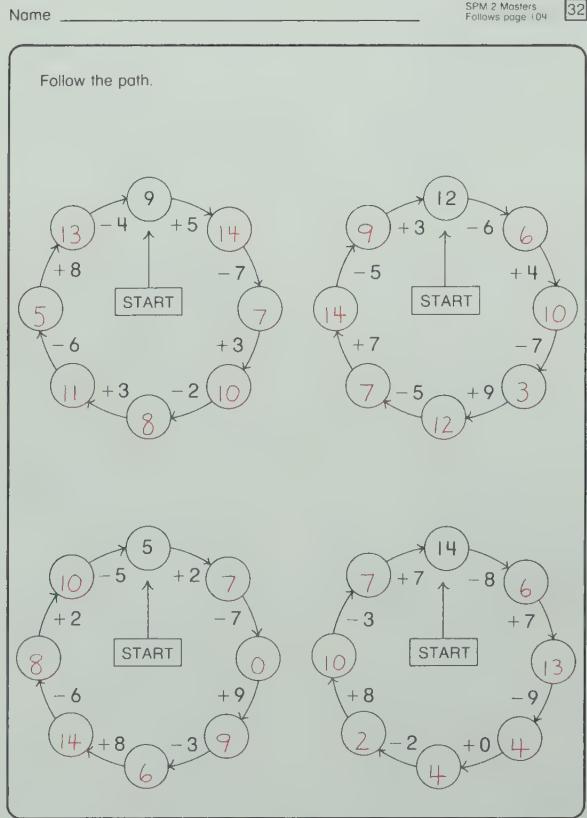
31 This sheet extends the study of three-dimensional shapes. Provide the children with straws (some cut in half) and Plasticine to construct the shapes shown on the sheet. This will prepare them for counting the edges and corners.



32 Discuss how the children are to complete the paths. Point out that if their work is correct, the number that starts the path also ends the path. This occurs because the total of the numbers to be added in the path is the same as the total of the numbers to be subtracted. For example, for the first path, the sequence is  $+5, -7, +3, -2, +3, -6, +8, -4$ , and the total for each operation is 19. Use copies of Master Sheet 85 for further practice with similar paths. Suggestions are given on page T30.

33 For the first part of the sheet, the children complete a pictograph for which each symbol represents just one child. For the second part, the children interpret a pictograph for which each symbol represents two children.

Question the children about the completed graphs. You may wish to have them prepare similar graphs about themselves.



Complete.

Number of children in the family means 1 child.		How many?
Marc		2
Chris		4
Tom		3
Ann		5
Jim		3

Where we eat lunch on school days means 2 children.		How many?
At school		10
At home		12
At a friend's		2
Other		4

**34** To solve the problems, the children must determine whether addition or subtraction is required. For subtraction, both "take away" and "comparison" situations are included.

To help children who have difficulty reading the problems, have them work with children who are capable readers, or record the problems on tape. Children who have difficulty determining the correct operation should draw diagrams or use counters to illustrate the situations. The children can help prepare a chart for display and reference to show key words that suggest addition or subtraction.

Addition +

How many in all?

How many altogether?

Find the sum.

Subtraction -

How many are left?

How many more?

How many fewer?

**35** Part of a whole and part of a set are reviewed for the fractions one-half and one-fourth. Recognition of the symbols  $\frac{1}{2}$  and  $\frac{1}{4}$  is reinforced.

**36** Time, to the hour, the half-hour, and in quarter-hours is reviewed. The first five clocks show the sequence of times at fifteen-minute intervals from two o'clock to three o'clock (2:00, 2:15, 2:30, 2:45, 3:00).

Name \_\_\_\_\_

Write the number sentence for each problem  
Show the answer

I see 9 tall clowns  
I see 7 short clowns  
How many clowns in all?

12 clowns

I see 9 tall clowns  
I see 7 short clowns  
How many more clowns are tall?

4 - 1 = 3

clowns

I see 14 ponies  
8 ponies go away  
How many ponies are left?

14 - 8 = 6

6 ponies

I see 6 lions  
I see 15 tigers  
How many more tigers?

15 - 6 = 9

9 tigers

I have 6 tickets  
I get 5 more tickets  
How many tickets in all?

6 + 5 = 11

11 tickets

I have 11 tickets  
I use 3 tickets  
How many tickets are left?

11 - 3 = 8

8 tickets

I see 12 balloons  
3 balloons pop  
How many balloons are left?

12 - 3 = 9

9 balloons

7 balloons are red  
2 balloons are green  
How many more balloons are red?

7 - 2 = 5

5 balloons

Name \_\_\_\_\_

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35

What part is shaded? Ring the numeral



$\frac{1}{2}$



$\frac{1}{2}$



$\frac{1}{2}$



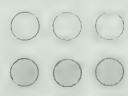
$\frac{1}{2}$



$\frac{1}{2}$



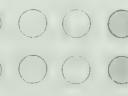
$\frac{1}{2}$



$\frac{1}{2}$



$\frac{1}{2}$



$\frac{3}{4}$



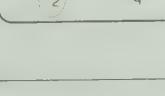
$\frac{1}{2}$



$\frac{1}{4}$



$\frac{1}{2}$



$\frac{1}{4}$

Name \_\_\_\_\_

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Write the time shown



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

37 The Teacher's Edition of the student text shows a chart of the numbers to 100 on page T333. If necessary, provide the children with copies of the chart to help them complete the first part of this sheet.

The last row of addition exercises reviews the order property of addition. Discuss, for example, that the sums for  $23 + 45$  and  $45 + 23$  are equal. Each addition exercise in this row shows the four digits 2, 3, 4, and 5 in the addends and the two digits 6 and 8 in the sums, but their place values may differ.

38 The first set of exercises involves only addition and the second set, only subtraction. For each set, complete the first row of exercises with the children to ensure that they understand the procedure. Have the children draw a ring around each completed number sentence and cross out the unused numbers in each row. Challenge them to complete three sentences in each row except the last row in the addition set. For this row there are only two sentences, each having three addends.

39 When the children have finished, have them compare the first row of subtraction exercises with the first row of addition exercises on Master Sheet 37.

Show + and =.

$3 + 4 = 7$	$8 + 5 = 13$	$\times$	$3 + 9 = 12$	$\times$
$5 + 4 + 6 = 10$	$3 + 3 = 6$	$\times$	$8 + 8 = 16$	$\times$
$2 + 3 = 5$	$9 + 5 = 14$	$\times$	$6 + 3 = 9$	$\times$
$8 + 8 + 9 = 17$	$7 + 4 = 11$	$\times$	$6 + 9 = 15$	$\times$
$6 + 5 = 11$	$0 + 8 = 8$	$\times$	$5 + 5 = 10$	$\times$
$\times$	$4 + 1 = 5 + 7 = 12$	$\times$	$2 + 9 = 11$	$\times$
$1 + 1 + 1 = 3$	$\times$	$2 + 2 + 2 = 6$	$\times$	$\times$

$8 - 9 = 3 = 6$	$8 - 5 = 3$	$\times$	$14 - 7 = 7$	$\times$
$3 - 3 = 0$	$15 - 8 = 7$	$\times$	$\times$	$18 - 9 = 9$
$12 - 3 = 9$	$\times$	$16 - 9 = 7$	$10 - 2 = 8$	$\times$
$\times$	$8 - 4 = 4$	$13 - 8 = 5$	$6 - 0 = 6$	$\times$
$15 - 6 = 9$	$3 - 2 = 1$	$14 - 9 = 5$	$11 - 7 = 4$	$\times$
$10 - 3 = 7$	$12 - 8 = 4$	$\times$	$7 - 5 = 2$	$\times$
$4 - 5 - 4 = 1$	$17 - 9 = 8$	$12 - 6 = 6$	$\times$	$\times$

Show the number that is 1 less.  
Show the number that is 10 less.

$13$	$35$	$29$	$47$
$22$	$23$	$44$	$45$
$84$	$68$	$52$	$71$
$93$	$94$	$77$	$78$
$61$	$62$	$80$	$81$

Subtract.

$54$	$68$	$36$	$39$	$49$	$48$
$-31$	$-25$	$-20$	$-7$	$-24$	$-14$
$23$	$43$	$16$	$32$	$25$	$34$
$78$	$79$	$42$	$65$	$43$	$78$
$-31$	$-65$	$-32$	$-42$	$-43$	$-56$
$47$	$14$	$10$	$23$	$0$	$22$
$96$	$58$	$27$	$98$	$60$	$59$
$-65$	$-47$	$-15$	$-32$	$-30$	$-18$
$31$	$11$	$12$	$66$	$30$	$41$
$75$	$86$	$98$	$79$	$56$	$87$
$-43$	$-4$	$-25$	$-20$	$-51$	$-34$
$32$	$82$	$73$	$59$	$5$	$53$

**40** To solve these problems, the children will have to determine whether addition or subtraction is required. For subtraction, both "take away" and "comparison" situations are included.

For each problem, you may wish to have the children ring the key words that suggest the operation required, and then have them print the appropriate symbol in the frame to show the operation.

**41** This sheet provides a review of fraction concepts for halves, thirds, fourths, and tenths. The third row of exercises demonstrates that when a whole is divided into a greater number of equal parts, the parts become smaller. Similarly, for the fourth row, there are fewer objects in each part of a set as the number of parts increases.

**42** This sheet reviews place value and sequence for numbers to 199. For the first part of this sheet, pay particular attention to those exercises that show 0 tens or 0 ones.

Name \_\_\_\_\_

Complete

Jim had 66 stamps  
He lost 12 stamps  
How many are left?

54 stamps

Pot has 52c  
She gets 35c  
How much in all?

87c

Ann has 41 stamps  
She gets 28 stamps  
How many in all?

69 stamps

I have 79c  
I spend 43c  
How much is left?

36c

Mike has 85 stamps  
Pat has 52 stamps  
How many more has Mike?

33 stamps

I have 40c  
I lose 10c  
How much is left?

30c

Jim has 44 stamps  
Ann has 69 stamps  
How many fewer has Jim?

25 stamps

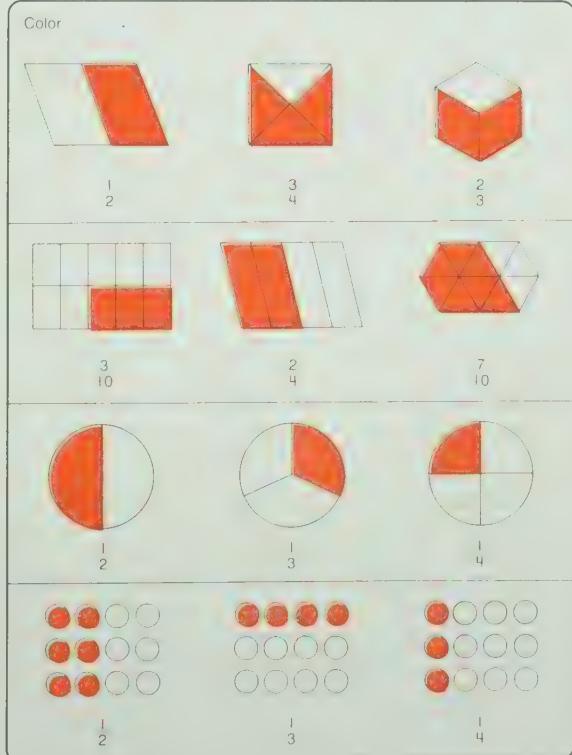
I spend 36c  
I spend 32c  
How much in all?

68c

Name \_\_\_\_\_

SPM 2 Masters  
Follows page 139

41



Name \_\_\_\_\_

SPM 2 Masters  
Follows page 43

42

Complete.

hundreds	tens	ones
1	0	0

hundreds	tens	ones
1	2	0

hundreds	tens	ones
1	0	1

hundreds	tens	ones
1	0	0

Count by ones.

147	148	149	50	5	52	53	54
163	164	165	166	167	168	169	170

Count by fives.

125	130	135	140	145	150	155	160
155	160	165	170	175	180	185	190

Count by tens.

120	130	140	150	160	170	180	190
127	137	147	157	167	177	187	197

Count by hundreds.

100	200	300	400	500	600	700	800
-----	-----	-----	-----	-----	-----	-----	-----

Add or subtract.

$+$ $\longrightarrow$	$+$ $\longrightarrow$	$+$ $\longrightarrow$
$\begin{array}{ c c c } \hline 5 & 2 & 7 \\ \hline 4 & 2 & 6 \\ \hline 9 & 4 & 13 \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 6 & 3 & 9 \\ \hline 1 & 5 & 6 \\ \hline 7 & 8 & 15 \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 2 & 6 & 8 \\ \hline 3 & 3 & 6 \\ \hline 5 & 9 & 14 \\ \hline \end{array}$
$- \longrightarrow$	$- \longrightarrow$	$- \longrightarrow$
$\begin{array}{ c c c } \hline 11 & 3 & 8 \\ \hline 5 & 1 & 4 \\ \hline 6 & 2 & 4 \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 16 & 9 & 7 \\ \hline 8 & 2 & 6 \\ \hline 8 & 7 & 1 \\ \hline \end{array}$	$\begin{array}{ c c c } \hline 17 & 9 & 8 \\ \hline 8 & 6 & 2 \\ \hline 9 & 3 & 6 \\ \hline \end{array}$

Print + or -.

$5 \oplus 3 = 8$	$4 \ominus 4 = 0$	$7 \oplus 6 = 13$
$4 \oplus 6 = 10$	$7 \oplus 7 = 14$	$9 \oplus 9 = 18$
$6 \oplus 4 = 10$	$16 \ominus 9 = 7$	$11 \ominus 9 = 2$
$8 \oplus 5 = 13$	$8 \ominus 5 = 3$	$12 \ominus 7 = 5$
$10 \ominus 7 = 3$	$8 \oplus 3 = 11$	$8 \oplus 7 = 15$
$6 \ominus 1 = 5$	$4 \oplus 4 = 8$	$17 \ominus 8 = 9$
$9 \oplus 3 = 12$	$13 \ominus 5 = 8$	$3 \oplus 0 = 3$

Add or subtract.

$6$	$60$	$3$	$30$	$2$	$20$
$+3$	$+30$	$+4$	$+40$	$+6$	$+60$
$9$	$90$	$7$	$70$	$8$	$80$
$-3$	$-30$	$-4$	$-40$	$-6$	$-60$
$6$	$60$	$3$	$30$	$2$	$20$
$25$	$13$	$40$	$46$	$53$	$23$
$+13$	$+25$	$+46$	$+40$	$+23$	$+53$
$38$	$38$	$86$	$86$	$76$	$76$
$49$	$49$	$69$	$69$	$82$	$82$
$-17$	$-32$	$-58$	$-11$	$-22$	$-60$
$32$	$17$	$11$	$58$	$60$	$22$
$84$	$53$	$96$	$42$	$13$	$44$
$-31$	$+31$	$-54$	$+54$	$+31$	$-31$
$53$	$84$	$42$	$96$	$44$	$13$

Follow the pattern. Complete.

$98$	$97$	$96$	$95$	$9\boxed{4}$	$9\boxed{3}$
$-46$	$-45$	$-44$	$-43$	$-4\boxed{2}$	$-4\boxed{1}$
$52$	$52$	$52$	$52$	$5\boxed{2}$	$5\boxed{2}$

43 Remind the children that the number in the lower right corner of each square indicates whether their work is correct. Use copies of Master Sheet 86 to provide other similar exercises.

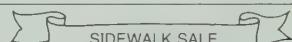
For the second half of the sheet, there are two ways to complete the last sentence,  $3 \underline{\hspace{1cm}} 0 = 3$ .

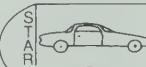
44 Addition and subtraction with no regrouping are reviewed on this sheet. The first two rows emphasize the relationship between a basic fact and the corresponding fact for multiples of ten. The third row emphasizes the order property of addition. The fourth row presents pairs of related subtraction facts. The fifth row presents pairs of related addition and subtraction facts. For the exercises in the last row, the answers are equal. Encourage the children to write similar sets of exercises.

45 Provide the children with markers, and a regular die or a spinner for the numbers to 6. The children may or may not "buy" the object in a space where their marker lands. The player who has the least money at the end of the game without over-spending is the winner. Have the children write the subtraction sentences to keep track of their purchases and the amount left over.

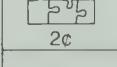
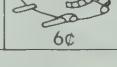
Play the game with a partner.  
Pretend you have 18¢ to spend

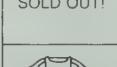
Use a  or  and a marker.

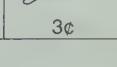
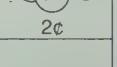
 SIDEWALK SALE

 2¢	 3¢	 5¢	 4¢
--	---	--	--

SOLD OUT!

 2¢	 4¢	 6¢	 4¢
--	---	--	--

 3¢	 2¢	 3¢	 2¢
--	---	--	--

 2¢	 1¢	 4¢	 SOLD OUT!
--	---	--	---

Who has less money left,  
you or your partner?

**46** Complete the first exercise with the children to ensure that they understand the procedure. Use copies of Master Sheets 89 and 90 to provide further practice regrouping 10 ones as 1 more ten. Suggestions are given on page T30.

**47** Basic addition facts are reviewed in preparation for addition with regrouping. Use copies of Master Sheet 87 to provide further practice with basic addition facts. Suggestions are given on page T30.

**48** Practice in addition with regrouping is provided on this sheet. A gradual approach is offered in that all the exercises in the first row involve a sum of 10 in the ones' place. Similarly, the exercises in the second row involve a sum of 12 in the ones' place. Other similar exercises may be given on copies of Master Sheet 91. Suggestions are provided on page T30. Note that it will be necessary to print the + symbol for each exercise.

Name \_\_\_\_\_

SPM 3 Masters  
Follows page 155

**Ring 10 ones. Complete**

2 tens 12 ones	tens ones
	3 2

3 tens 15 ones	tens ones
	4 5

4 tens 11 ones	tens ones
	5 9

6 tens 11 ones	tens ones
	7 1

**Complete**

5 tens 14 ones	tens ones
6 tens 14 ones	7

1 ten 17 ones	tens ones
2 tens 17 ones	10

7 tens 13 ones	tens ones
8 tens 3 ones	11

2 tens 10 ones	tens ones
3 tens 0 ones	12

5 tens 16 ones	tens ones
6 tens 6 ones	14

8 tens 15 ones	tens ones
9 tens 5 ones	13

Name \_\_\_\_\_

SPM 3 Masters  
Follows page 155

47

Complete.

+	8	6	9	7	5
4	1	2	0	3	1

+	3	9	6	8	5
5	1	2	3	4	2

+	0	3	5	2	8	1	4	7	6	9
9	9	1	2	1	4	1	1	7	1	0

+	8	4	7	6	9
6	1	4	1	0	3

+	2	4	8	7	9
3	5	7	1	1	0

+	4	7	0	3	6	8	5	9	2	1
8	1	2	1	5	6	11	14	16	13	17

+	3	2	6	0	9	5	1	8	4	7
7	1	0	9	1	3	7	1	6	12	8

Name \_\_\_\_\_

SPM 3 Masters  
Follows page 155

48

Complete

tens ones	tens ones	tens ones	tens ones
1	1	1	5 6
2 5	3 3	3 9	5 6
+ 1 5	+ 1 7	+ 2 1	+ 1 4

tens ones	tens ones	tens ones	tens ones
1 7	1 3	1 8	2 6
+ 1 5	+ 2 9	+ 3 4	+ 2 6
3 2	4 2	7 3	5 7

tens ones	tens ones	tens ones	tens ones
4 7	1 9	3 8	3 8
+ 2 6	+ 5 5	+ 4 7	+ 5 8
7 3	7 4	8 1	8 1

tens ones	tens ones	tens ones	tens ones
2 9	1 6	2 5	4 9
+ 6 9	+ 7 9	+ 3 6	+ 4 4
9 8	7 5	6 1	8 3

tens ones	tens ones	tens ones	tens ones
1 3	1 4	2 9	4 8
+ 1 8	+ 1 7	+ 5 3	+ 2 5
5 0	3 1	8 2	7 3

Complete.

$$\begin{array}{r}
 9 \\
 + 6 \\
 \hline
 15
 \end{array}
 \begin{array}{r}
 15 \\
 + 7 \\
 \hline
 22
 \end{array}
 \begin{array}{r}
 22 \\
 + 8 \\
 \hline
 30
 \end{array}
 \begin{array}{r}
 30 \\
 + 9 \\
 \hline
 39
 \end{array}
 \begin{array}{r}
 39 \\
 + 10 \\
 \hline
 49
 \end{array}$$

$$\begin{array}{r}
 14 \\
 + 15 \\
 \hline
 29
 \end{array}
 \begin{array}{r}
 29 \\
 + 16 \\
 \hline
 45
 \end{array}
 \begin{array}{r}
 45 \\
 + 17 \\
 \hline
 62
 \end{array}
 \begin{array}{r}
 62 \\
 + 18 \\
 \hline
 80
 \end{array}
 \begin{array}{r}
 80 \\
 + 19 \\
 \hline
 99
 \end{array}$$

$$\begin{array}{r}
 3 \\
 + 15 \\
 \hline
 18
 \end{array}
 \begin{array}{r}
 18 \\
 + 16 \\
 \hline
 34
 \end{array}
 \begin{array}{r}
 34 \\
 + 17 \\
 \hline
 51
 \end{array}
 \begin{array}{r}
 51 \\
 + 18 \\
 \hline
 69
 \end{array}
 \begin{array}{r}
 69 \\
 + 19 \\
 \hline
 88
 \end{array}$$

Add.

$$\begin{array}{r}
 37 \\
 + 3 \\
 \hline
 40
 \end{array}
 \begin{array}{r}
 29 \\
 + 1 \\
 \hline
 30
 \end{array}
 \begin{array}{r}
 46 \\
 + 4 \\
 \hline
 50
 \end{array}
 \begin{array}{r}
 52 \\
 + 8 \\
 \hline
 60
 \end{array}
 \begin{array}{r}
 85 \\
 + 5 \\
 \hline
 90
 \end{array}$$

$$\begin{array}{r}
 26 \\
 + 9 \\
 \hline
 35
 \end{array}
 \begin{array}{r}
 49 \\
 + 7 \\
 \hline
 56
 \end{array}
 \begin{array}{r}
 38 \\
 + 8 \\
 \hline
 46
 \end{array}
 \begin{array}{r}
 64 \\
 + 9 \\
 \hline
 73
 \end{array}
 \begin{array}{r}
 77 \\
 + 7 \\
 \hline
 84
 \end{array}$$

$$\begin{array}{r}
 14 \\
 + 37 \\
 \hline
 51
 \end{array}
 \begin{array}{r}
 25 \\
 + 56 \\
 \hline
 81
 \end{array}
 \begin{array}{r}
 63 \\
 + 29 \\
 \hline
 92
 \end{array}
 \begin{array}{r}
 39 \\
 + 39 \\
 \hline
 78
 \end{array}
 \begin{array}{r}
 46 \\
 + 46 \\
 \hline
 92
 \end{array}$$

**49** The children encounter addition with and without regrouping. Discuss that the exercise chains enable the children to check their own work. Some children may be able to write similar chains of their own.

For the second part of the sheet, ask the children to describe the way in which exercises in the first row are similar. Use copies of Master Sheet 92 for further practice. Suggestions are given on page T30.

**50** The children will use a trial and error approach to complete the addition sentences. For the first sentence, have the children color the card for 1 and the two cards for 3, and trace over the dotted numerals to complete the sentence. Then have them find a different set of cards for the same sum, 7, color the appropriate cards, and complete the addition sentence. Emphasize that for the sum indicated in each row, two different sentences are required. You may wish to have the children generate similar sentences by using appropriate cards from a regular deck of playing cards.

**51** Before assigning these problems, refer to the comments for Master Sheet 40 on page T15.

Color three cards for the sum.  
Complete the number sequence.

Show another way.

$1 + 3 + 3 = 7$	$1 + 2 + 4 = 7$								
$1 + 4 + 4 = 9$	$2 + 3 + 4 = 9$								
$3 + 4 + 5 = 12$	$2 + 4 + 6 = 12$								
$3 + 5 + 6 = 14$	$4 + 5 + 5 = 14$								
$2 + 6 + 7 = 15$	$3 + 5 + 7 = 15$								
$3 + 7 + 8 = 18$	$2 + 8 + 8 = 18$								

Solve each problem.  
Show your work.

58 blocks are red.  
26 blocks are blue.  
How many blocks are there in all?

$$\begin{array}{r}
 58 \\
 + 26 \\
 \hline
 84
 \end{array}$$

58 blocks are red.  
26 blocks are blue.  
How many more blocks are red?

$$32 \text{ blocks}$$

I have 39 books.  
You have 24 books.  
How many more books have I?

$$\begin{array}{r}
 39 \\
 - 24 \\
 \hline
 15
 \end{array}$$

I have 39 books.  
You have 24 books.  
How many books do we have together?

$$63 \text{ books}$$

I bake 48 cookies.  
I sell 35 cookies.  
How many cookies are left?

$$\begin{array}{r}
 48 \\
 - 35 \\
 \hline
 13
 \end{array}$$

I have 13 cookies.  
I bake 58 cookies.  
How many cookies do I have now?

$$71 \text{ cookies}$$

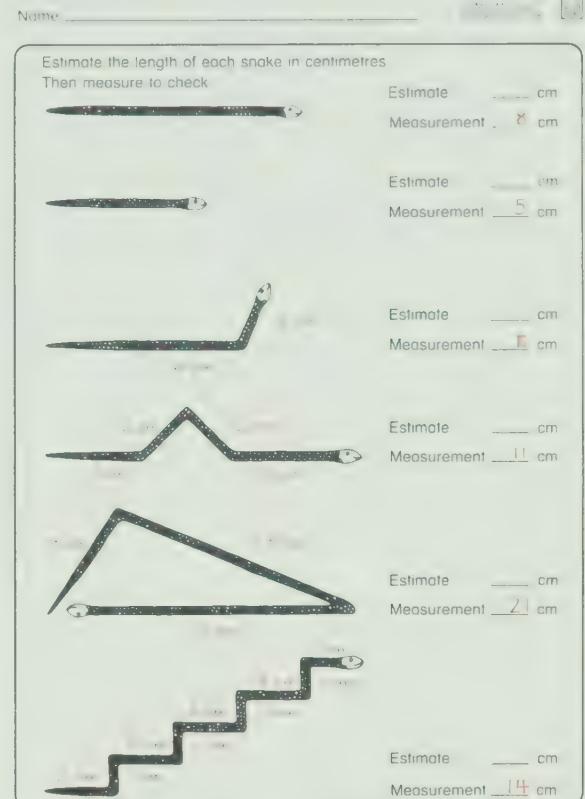
52 Estimating depends on familiarity with the unit being used; therefore you may prefer to delay assigning this sheet in order to provide more practice with measuring in centimetres.

Estimating and measuring the lengths will have to be performed in two or more steps for the last four exercises. Have the children mark the number of centimetres along each length as it is measured, and then add to find the total length.

53 For the first part of this sheet, the children may choose to "buy" any two items or two of the same item for each exercise. Have them print the letter and the numeral for the price of each purchase.

For the second part, all exercises except the last one involve errors in computation. Do not give assistance with the last exercise. Rather, let the children consider the problem over an extended period of time, assuring them that there is, indeed, an error. It may be corrected by changing A to B, or by changing the 49¢ price to 26¢ and finding the new sum.

54 Use copies of Master Sheets 89 and 90 for further practice regrouping 1 ten as 10 more ones. Suggestions are given on page T30.



Name \_\_\_\_\_ SPM 2 Masters Follows page 170 53

Choose two each time. How much do you pay?

A 26¢	B 49¢	C 17¢	D 35¢	E 48¢

D	C	C	C
+ C	+ C	+ C	+ C
C	C	C	C

C	C	C
+ C	+ C	+ C
C	C	C

Find the mistakes. Correct them.

C 17¢ 17¢ C + 17¢ + 17¢ 24¢ 34¢	E 48¢ 48¢ C + 17¢ + 17¢ 51¢ 65¢	E 48¢ 48¢ D + 35¢ 35¢ 13¢ 13¢
---------------------------------------	---------------------------------------	-------------------------------------

B 49¢ 49¢ C + 17¢ + 17¢ 65¢ 65¢	D 35¢ 35¢ B + 49¢ + 49¢ 97¢ 97¢	C 17¢ 17¢ A + 49¢ + 26¢ 66¢ 43¢
---------------------------------------	---------------------------------------	---------------------------------------

Another solution is \_\_\_\_\_

Name \_\_\_\_\_ SPM 2 Masters Follows page 176 54

Regroup one ten to show more ones

23 tens ones

44 tens ones

56 tens ones

68 tens ones

Complete.

$$\begin{array}{r} - 6 9 7 8 5 \\ 14 8 5 7 6 9 \\ \hline \end{array}$$

$$\begin{array}{r} - 9 7 8 6 \\ 15 6 8 7 9 \\ \hline \end{array}$$

$$\begin{array}{r} - 3 7 1 6 4 2 5 9 8 \\ 10 7 3 9 4 6 8 5 1 2 \\ \hline \end{array}$$

$$\begin{array}{r} - 9 \\ 18 9 \\ \hline \end{array}$$

$$\begin{array}{r} - 8 4 9 3 7 6 \\ 13 5 9 4 10 6 7 \\ \hline \end{array}$$

$$\begin{array}{r} - 7 8 9 \\ 16 9 8 7 \\ \hline \end{array}$$

$$\begin{array}{r} - 9 8 \\ 17 8 9 \\ \hline \end{array}$$

$$\begin{array}{r} - 9 3 8 4 7 5 6 \\ 12 3 9 4 8 5 7 6 \\ \hline \end{array}$$

$$\begin{array}{r} - 9 8 7 6 5 4 3 2 \\ 11 2 3 4 5 6 7 8 9 \\ \hline \end{array}$$

**55** Basic subtraction facts are reviewed in preparation for subtraction with regrouping. You may wish to discuss the patterns for cars in the last three rows.

Use copies of Master Sheet 86 and have the children show different names for a number on the first part of the sheet. Suggestions are given on page T30.

**56** This sheet provides practice in subtraction with regrouping. A gradual approach is offered in that all exercises in the first row show a multiple of ten as the first number. Similarly, in the second row, the first number in each exercise shows 2 ones.

Use copies of Master Sheet 91 for further practice. Suggestions are given on page T30. It will be necessary to print the  $-$  symbol for each exercise.

**57** This sheet reinforces estimating and then measuring mass and capacity. You may wish to assign the two parts of the sheet at different times.

For the first part of this sheet, the children will require scales for measuring the mass of the objects and for measuring their own mass in kilograms. For measuring capacity in litres, the children will require a one-litre container.

Complete.

$$\begin{array}{r} \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \\ 3 \ 10 \quad 3 \ 10 \quad 4 \ 10 \quad 4 \ 10 \\ 4 \ 0 \quad 4 \ 0 \quad 5 \ 0 \quad 5 \ 0 \\ -1 \ 5 \quad -1 \ 7 \quad -2 \ 1 \quad -2 \ 4 \\ \hline 2 \ 5 \quad 2 \ 3 \quad 2 \ 9 \quad 2 \ 6 \end{array}$$

$$\begin{array}{r} \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \\ 5 \ 12 \quad 7 \ 12 \quad 2 \ 12 \quad 8 \ 12 \\ 6 \ 2 \quad 8 \ 2 \quad 3 \ 2 \quad 9 \ 2 \\ -4 \ 7 \quad -3 \ 5 \quad -1 \ 9 \quad -4 \ 6 \\ \hline 1 \ 5 \quad 4 \ 7 \quad 1 \ 3 \quad 4 \ 6 \end{array}$$

$$\begin{array}{r} \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \\ 5 \ 11 \quad 7 \ 13 \quad 6 \ 15 \quad 2 \ 18 \\ 6 \ 1 \quad 8 \ 3 \quad 7 \ 5 \quad 3 \ 8 \\ -3 \ 9 \quad -2 \ 8 \quad -4 \ 7 \quad -1 \ 9 \\ \hline 2 \ 2 \quad 5 \ 5 \quad 2 \ 8 \quad 1 \ 9 \end{array}$$

$$\begin{array}{r} \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \\ 3 \ 16 \quad 6 \ 14 \quad 4 \ 14 \quad 8 \ 11 \\ 4 \ 6 \quad 7 \ 4 \quad 5 \ 4 \quad 9 \ 1 \\ -2 \ 8 \quad -3 \ 6 \quad -2 \ 5 \quad -8 \ 3 \\ \hline 1 \ 8 \quad 3 \ 8 \quad 2 \ 9 \quad 8 \end{array}$$

$$\begin{array}{r} \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \quad \text{tens} \text{ ones} \\ 5 \ 12 \quad 6 \ 11 \quad 4 \ 13 \quad 7 \ 17 \\ 6 \ 2 \quad 7 \ 1 \quad 5 \ 3 \quad 8 \ 7 \\ -2 \ 4 \quad -1 \ 6 \quad -3 \ 7 \quad -5 \ 8 \\ \hline 3 \ 8 \quad 5 \ 5 \quad 1 \ 6 \quad 2 \ 9 \end{array}$$

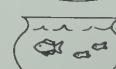
Estimate how many kilograms for each mass. *Answers will vary*  
Measure to check.



Estimate	Measurement
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg



Estimate how many litres will fill each. *Answers will vary*  
Measure to check.



Estimate	Measurement
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L

**58** The children encounter subtraction with and without regrouping. Some children may be able to write subtraction chains similar to those on this sheet. The last exercise in each chain will help the children to check their work.

Use copies of Master Sheet 91 for practice in addition and subtraction with and without regrouping. Suggestions are given on page T30.

**59** For the first part of the sheet, have the children draw lines to help them determine the number of square units inside each shape. Discuss the results; for example, there are four square units inside each shape in the first row, and six square units inside each shape in the second row.

For the second part, the children are to draw different shapes having five square units inside. Some children may need to first explore the problem by using gummed square shapes, or a geoboard and rubber bands, and copying the results on the sheet. Twelve different shapes are possible.

**60** Before assigning these problems, refer to the comments for Master Sheet 40 on page T15.

Name \_\_\_\_\_

Complete

$$\begin{array}{r} 310 \\ 40 \\ - 5 \\ \hline 35 \end{array} \quad \begin{array}{r} 25 \\ 35 \\ - 6 \\ \hline 29 \end{array} \quad \begin{array}{r} 29 \\ 7 \\ \hline 22 \end{array} \quad \begin{array}{r} 12 \\ 8 \\ \hline 4 \end{array} \quad \begin{array}{r} 14 \\ 9 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 613 \\ 92 \\ - 18 \\ \hline 73 \end{array} \quad \begin{array}{r} 415 \\ 17 \\ - 17 \\ \hline 38 \end{array} \quad \begin{array}{r} 12 \\ 16 \\ \hline 21 \end{array} \quad \begin{array}{r} 12 \\ 15 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 93 \\ 79 \\ - 15 \\ \hline 79 \end{array} \quad \begin{array}{r} 514 \\ 44 \\ - 16 \\ \hline 48 \end{array} \quad \begin{array}{r} 12 \\ 17 \\ \hline 31 \end{array} \quad \begin{array}{r} 12 \\ 18 \\ \hline 13 \end{array}$$

Subtract

$$\begin{array}{r} 3 \\ 43 \\ - 38 \\ \hline 5 \end{array} \quad \begin{array}{r} 5 \\ 60 \\ - 25 \\ \hline 35 \end{array} \quad \begin{array}{r} 614 \\ 74 \\ - 56 \\ \hline 18 \end{array} \quad \begin{array}{r} 12 \\ 82 \\ - 35 \\ \hline 47 \end{array} \quad \begin{array}{r} 8 \\ 91 \\ - 23 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 52 \\ 52 \\ - 17 \\ \hline 35 \end{array} \quad \begin{array}{r} 7 \\ 37 \\ - 9 \\ \hline 28 \end{array} \quad \begin{array}{r} 41 \\ 41 \\ - 15 \\ \hline 26 \end{array} \quad \begin{array}{r} 33 \\ 33 \\ - 29 \\ \hline 47 \end{array} \quad \begin{array}{r} 80 \\ 80 \\ - 47 \\ \hline 33 \end{array}$$

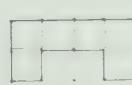
$$\begin{array}{r} 15 \\ 15 \\ - 29 \\ \hline 26 \end{array} \quad \begin{array}{r} 5 \\ 55 \\ - 29 \\ \hline 26 \end{array} \quad \begin{array}{r} 5 \\ 68 \\ - 19 \\ \hline 49 \end{array} \quad \begin{array}{r} 14 \\ 85 \\ - 28 \\ \hline 57 \end{array} \quad \begin{array}{r} 14 \\ 74 \\ - 35 \\ \hline 39 \end{array}$$

Name \_\_\_\_\_

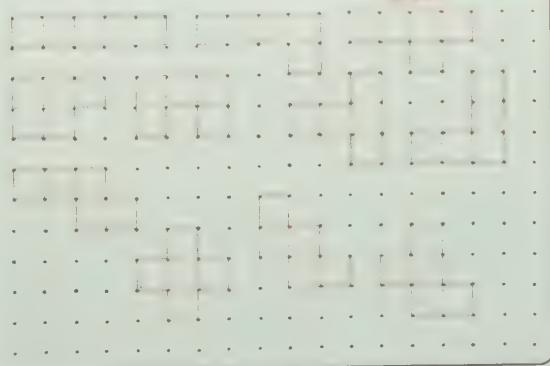
SPM 2 Masters  
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59

How many square units are inside each shape?



Draw different shapes having 5 square units inside.



Name \_\_\_\_\_

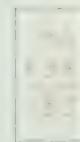
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60

Solve each problem  
Show your work

I bake 46 cookies.  
You bake 34 cookies.  
How many cookies  
do we bake in all?

80 cookies



We bake 80 cookies.  
We sell 68 cookies.  
How many cookies  
are left?

12 cookies



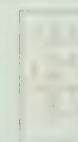
You wash 53 dishes.  
I wash 28 dishes.  
How many more dishes  
do you wash?

25 dishes



You earn 55c.  
I earn 25c.  
How much do we earn  
together?

80 c



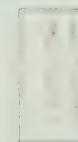
I have 78c.  
I spend 49c.  
How much  
do I have now?

29 c



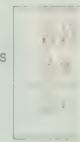
You have 85c.  
You spend 27c.  
How much  
do you have now?

58 c



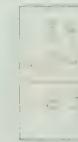
I buy 60 marbles.  
You buy 34 marbles.  
How many more marbles  
do I buy?

26 marbles



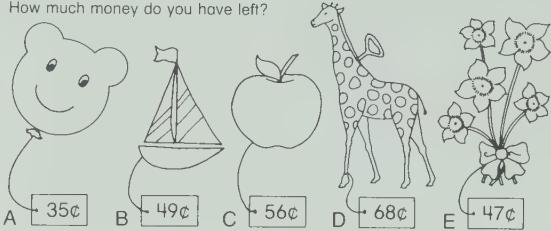
You have 34 marbles.  
You win 29 marbles.  
How many marbles  
do you have now?

63 marbles



Buy one each time.

How much money do you have left?



I have 72¢.	Answers will vary I have 81¢.
I buy C for 56¢. I have _____¢ left.	I buy _____ for _____¢. I have _____¢ left.
I have 93¢. I buy _____ for _____¢. I have _____¢ left.	I have 90¢. I buy _____ for _____¢. I have _____¢ left.
Find the mistakes. Correct them.	
I have 60¢. I buy B for 49¢. I have 21¢ left.	I have 91¢. I buy D for 68¢. I have 37¢ left.
I have 85¢. I buy E for 56¢. I have 29¢ left.	I have 52¢. I buy A for 35¢. I have 87¢ left.

Another solution is to change E to C.

Subtract. Then add to check.

$44 - 13 = 31$	$69 - 24 = 45$	$58 - 37 = 21$
$76 - 26 = 50$	$83 - 32 = 51$	$92 - 60 = 32$
$95 - 54 = 41$	$78 - 43 = 35$	$94 - 92 = 2$

Solve each problem. Show your work.

75 children are in grade 1.

32 are boys.

How many girls

are in grade 1?

43 girls

$$\begin{array}{r} 75 \\ - 32 \\ \hline 43 \end{array}$$

Write a problem about the children in your class. Then solve the problem.

Answers will vary

45 boys are in grade 2.  
41 girls are in grade 2.  
How many children are in grade 2?

86 children

$$\begin{array}{r} 45 \\ + 41 \\ \hline 86 \end{array}$$

61 For the first part of this sheet, the children choose to "buy" one item in each exercise and determine how much money is left. Remind the children to show the letter as well as the price for each item.

For the second part of the sheet, all exercises except the third involve errors in computation. The third exercise can be corrected by changing E to C, or by changing 56¢ to 47¢ and finding the new difference.

62 This sheet reviews the use of addition to check subtraction for exercises with no regrouping. The children will need to find the number of boys and the number of girls to write a problem about their own class. This would be an ideal opportunity to review the use of a tally chart to obtain this information. Prepare a tally chart on the chalkboard and have each child in turn mark a tally in the appropriate column.

63 This sheet reviews the use of addition to check subtraction for exercises with regrouping. When the children have finished, have them share their ideas for the word problem they wrote about marbles in a bag. The children must decide whether they wish the problem to relate to addition or subtraction, and use the appropriate key words.

Subtract. Then add to check.

$63 - 27 = 36$	$64 - 19 = 45$	$55 - 46 = 9$
$78 - 39 = 39$	$84 - 56 = 28$	$90 - 25 = 65$
$76 - 28 = 48$	$92 - 34 = 58$	$83 - 65 = 18$

Solve each problem. Show your work.

63 marbles are in the bag.  
I take 29 marbles.  
How many are left?
$$\begin{array}{r} 63 \\ - 29 \\ \hline 34 \end{array}$$

Write a problem about some marbles in a bag. Then solve the problem.

Answers will vary

I have 39 marbles.  
You have 36 marbles.  
How many marbles do we have in all?
$$\begin{array}{r} 39 \\ + 36 \\ \hline 75 \end{array}$$

64 For the first part of the sheet, the distance around each shape is 18 cm. This helps to prepare the children for completing the last part of the sheet, for which the distance around each shape must be 16 cm. Emphasize that the children must follow grid lines to draw their shapes.

65 The first two rows of dial clocks review times at fifteen-minute marks. The third and fourth rows review times at five-minute marks.

66 Place value and sequence are reviewed for three-digit numbers.

Name \_\_\_\_\_ 64

— shows one centimetre.  
Find the distance around each shape.

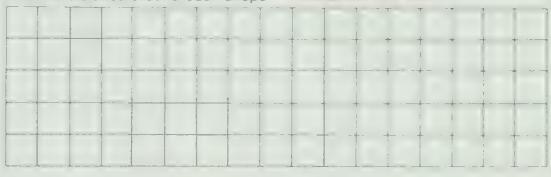


— cm

— cm

— cm

Follow lines. Draw three shapes.  
Find the distance around each shape.

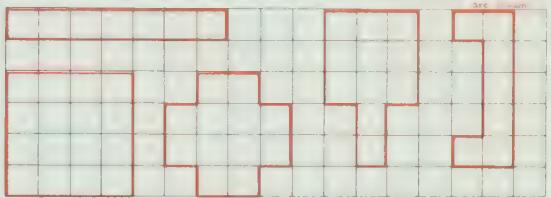


— cm

— cm

— cm

Draw two different shapes that are 16 cm around. Answers will vary. Five solutions are given.



Name \_\_\_\_\_ 65

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Write the time shown.



1:15



10:15



1:45



10:45



1:30



10:30



12:30



1:10



10:10



1:40

Name \_\_\_\_\_ 66

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Ring the numerals that have  
6 in the ones' place.

426 136 468 896 607 576

2 in the tens' place.

426 238 (729) 112 320 629

4 in the hundreds' place.

426 400 234 421 403 947

Show the numbers

Before
117
299
459
709

Between
183
300
369
460
601
976
978

After
240
499
503
504
879

Complete.

98 99 100 101 102 103 104 105

398 399 400 401 402 403 404 405

436 437 438 439 440 441 442 443

644 645 646 647 648 649 650 651

797 798 799 800 801 802 803 804

992 993 994 995 996 997 998 999

Complete the number puzzle.

	A	4	B	7	C	9	D	2	E	7	F	1			
G	6	H	3	I	3	J	9	K	8	L	5	M	3	N	7
O	4	P	5	Q	6	R	7	S	3	T	5	U	0		
	8			1			2								

Across.

$$\begin{array}{r}
 A \quad 99 \quad C \quad 37 \quad E \quad 36 \quad G \quad 82 \quad I \quad 56 \\
 -52 \quad +55 \quad +35 \quad -19 \quad -17 \\
 \hline
 47 \quad 92 \quad 71 \quad 63 \quad 39
 \end{array}$$
  

$$\begin{array}{r}
 K \quad 26 \quad M \quad 68 \quad O \quad 15 \quad Q \quad 28 \quad S \quad 80 \\
 +59 \quad -31 \quad +30 \quad +39 \quad -45 \\
 \hline
 85 \quad 37 \quad 45 \quad 67 \quad 35
 \end{array}$$

Down.

$$\begin{array}{r}
 B \quad 16 \quad D \quad 80 \quad F \quad 51 \quad H \quad 82 \quad J \quad 38 \\
 +57 \quad -52 \quad -38 \quad -48 \quad +58 \\
 \hline
 73 \quad 28 \quad 13 \quad 34 \quad 96
 \end{array}$$
  

$$\begin{array}{r}
 L \quad 5 \quad N \quad 29 \quad P \quad 67 \quad R \quad 66 \quad T \quad 71 \\
 +48 \quad +41 \quad -9 \quad +5 \quad -19 \\
 \hline
 53 \quad 70 \quad 58 \quad 71 \quad 52
 \end{array}$$

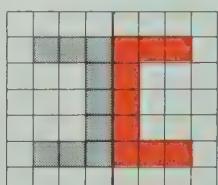
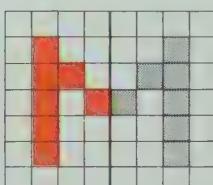
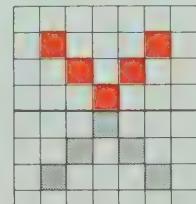
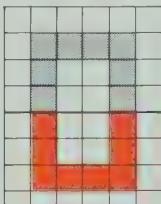
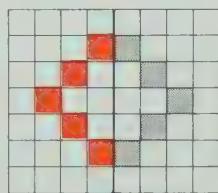
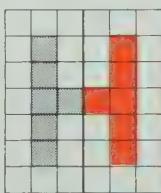
**67** Review the procedure of completing the addition and subtraction exercises and writing the answers in the squares according to the letters given. Review the meanings of the words *across* and *down*. Tell the children that they may consider the exercises in any order, but they should ring the letter in the row after each number is shown in the squares. Caution the children to consider whether regrouping is required in each exercise.

**68** Colored sheets of plexiglass are useful as mirrors for checking the results on this sheet. The children can check one another's work. They may prepare other similar exercises on sheets of grid paper.

**69** The exercises on this sheet do not require regrouping. Complete one or two exercises with the children using a trial and error approach. Emphasize the importance of checking each exercise once the missing digits are shown.

For the exercise in which the children are to write a problem, have them recall key words that suggest the required operation, subtraction.

Color to show the other half of each shape.  
Use a mirror to check.



Complete.

$$\begin{array}{r}
 6 \quad 3 \\
 +2 \quad 4 \\
 \hline
 8 \quad 7
 \end{array}
 \quad
 \begin{array}{r}
 1 \quad 2 \\
 +3 \quad 4 \\
 \hline
 4 \quad 6
 \end{array}
 \quad
 \begin{array}{r}
 2 \quad 3 \\
 +7 \quad 3 \\
 \hline
 9 \quad 6
 \end{array}$$

$$\begin{array}{r}
 5 \quad 7 \\
 -3 \quad 2 \\
 \hline
 2 \quad 0
 \end{array}
 \quad
 \begin{array}{r}
 4 \quad 3 \\
 -3 \quad 2 \\
 \hline
 1 \quad 1
 \end{array}
 \quad
 \begin{array}{r}
 9 \quad 3 \\
 -2 \quad 3 \\
 \hline
 7 \quad 0
 \end{array}$$

$$\begin{array}{r}
 1 \quad 3 \\
 +6 \quad 2 \\
 \hline
 7 \quad 5
 \end{array}
 \quad
 \begin{array}{r}
 2 \quad 4 \\
 +2 \quad 0 \\
 \hline
 4 \quad 4
 \end{array}
 \quad
 \begin{array}{r}
 4 \quad 5 \\
 +4 \quad 4 \\
 \hline
 8 \quad 9
 \end{array}$$

$$\begin{array}{r}
 5 \quad 2 \\
 -2 \quad 2 \\
 \hline
 3 \quad 0
 \end{array}
 \quad
 \begin{array}{r}
 6 \quad 7 \\
 -4 \quad 4 \\
 \hline
 2 \quad 1
 \end{array}
 \quad
 \begin{array}{r}
 8 \quad 6 \\
 -6 \quad 5 \\
 \hline
 2 \quad 1
 \end{array}$$

$$\begin{array}{r}
 5 \quad 0 \\
 +3 \quad 6 \\
 \hline
 8 \quad 6
 \end{array}
 \quad
 \begin{array}{r}
 4 \quad 2 \\
 +5 \quad 5 \\
 \hline
 9 \quad 7
 \end{array}
 \quad
 \begin{array}{r}
 1 \quad 3 \\
 +7 \quad 0 \\
 \hline
 8 \quad 3
 \end{array}$$

$$\begin{array}{r}
 7 \quad 8 \\
 -2 \quad 5 \\
 \hline
 5 \quad 3
 \end{array}
 \quad
 \begin{array}{r}
 4 \quad 9 \\
 -1 \quad 5 \\
 \hline
 3 \quad 4
 \end{array}
 \quad
 \begin{array}{r}
 9 \quad 6 \\
 -6 \quad 2 \\
 \hline
 3 \quad 4
 \end{array}$$

Solve. Show your work.

I have 47¢.

I spend 15¢.

How much is left?

32¢

$$\begin{array}{r}
 47 \text{¢} \\
 -15 \text{¢} \\
 \hline
 32 \text{¢}
 \end{array}$$

I have 33¢.

I earn 45¢.

How much do I have now?

78¢

$$\begin{array}{r}
 33 \text{¢} \\
 +45 \text{¢} \\
 \hline
 78 \text{¢}
 \end{array}$$

Write a problem to match the exercise.

Answers will vary.

$$\begin{array}{r}
 57 \text{¢} \\
 -37 \text{¢} \\
 \hline
 20 \text{¢}
 \end{array}$$

**70** The exercises on this sheet present a greater challenge than those on Master Sheet 25 because regrouping is involved. Emphasize the importance of checking each exercise once the missing digits are shown.

Before the children write a word problem to match the given exercise, have them recall key words that suggest the required operation, addition.

**71** For the first part of the sheet, have the children draw lines to match each phrase in the first column with the appropriate picture in the second column.

For the second part of the sheet, have the children draw the appropriate sets.

**72** Have the children continue the patterns. Then ask them to describe the patterns using the terms *slide*, *flip*, and *turn*. The children may notice that the first three rows suggest a letter of the alphabet. This suggests the motion that describes the pattern. Give the children copies of geopaper on which to draw patterns of their own.

Name \_\_\_\_\_

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Complete

$$\begin{array}{ccc} 2 & 3 & 5 & 6 & 1 & 9 \\ + 4 & & - 4 & & + 3 & \\ \hline 7 & 1 & 8 & 0 & 5 & 6 \end{array}$$

$$\begin{array}{ccc} 4 & 2 & 5 & 4 & 7 & 1 \\ + 6 & & - 6 & & + 2 & \\ \hline 3 & 3 & 1 & 8 & 3 & 5 \end{array}$$

$$\begin{array}{ccc} 3 & 5 & 2 & 6 & 3 & 7 \\ + 5 & & - 1 & & + 4 & \\ \hline 7 & 0 & 4 & 2 & 8 & 4 \end{array}$$

$$\begin{array}{ccc} 8 & 0 & 9 & 2 & 6 & 4 \\ + 3 & & - 3 & & + 2 & \\ \hline 4 & 7 & 5 & 4 & 2 & 9 \end{array}$$

$$\begin{array}{ccc} 1 & 7 & 6 & 9 & 4 & 8 \\ + 6 & & - 9 & & + 7 & \\ \hline 6 & 5 & 9 & 8 & 7 & 3 \end{array}$$

$$\begin{array}{ccc} 8 & 6 & 3 & 7 & 6 & 6 \\ + 1 & & - 8 & & + 4 & \\ \hline 1 & 5 & 8 & 4 & 4 & 8 \end{array}$$

Solve Show your work

52 children have brown eyes.

29 children have blue eyes  
How many more children have brown eyes?

23 children

$$\begin{array}{r} 52 \\ 29 \\ \hline 23 \end{array}$$

Write a problem to match the exercise.

Answers will vary

35

+ 48

83

I have 52 sheets of white paper

I have 29 sheets of colored paper

How many sheets do I have in all?  
\_\_\_\_\_ sheets

$$\begin{array}{r} 52 \\ 29 \\ \hline 81 \end{array}$$

Name \_\_\_\_\_

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71

Match

3 sets of 5



4 sets of 2



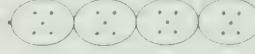
3 sets of 10



3 sets of 2



4 sets of 5



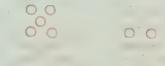
Draw



6 sets of 2



2 sets of 10



5 sets of 5

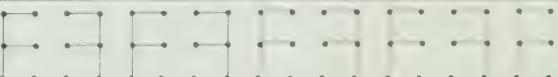
8 sets of 2

Name \_\_\_\_\_

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72

Continue the patterns



Draw a pattern



73 This sheet reviews counting by twos, and multiplication facts of two, five, and ten.

When they have completed the exercises, ask the children what they notice about the results for  $2 \times 5$  in the first column and  $5 \times 2$  in the third column.

74 Provide the children with plastic or cardboard tangram pieces to complete this sheet. You may wish to give the children copies of the tangram pattern on page T347 of the Teacher's Edition of the student text. Have the children cut along the lines to separate the seven pieces and then paste the pieces in position on the sheet.

75 Regrouping is not required for these exercises. The use of addition to check subtraction is extended for three-digit addends. Use copies of Master Sheet 92 to provide practice with two-digit numbers. Adapt the suggestions given on page T30. For example, show 53 as the starting number and assign horizontal and vertical moves such as  $\rightarrow - 3$  and  $\downarrow + 5$ .

Count by twos to complete the picture.

Complete.

$4 \times 2 = 8$	$7 \times 10 = 70$	$3 \times 5 = 15$
$3 \times 10 = 30$	$4 \times 10 = 40$	$2 \times 2 = 4$
$2 \times 5 = 10$	$3 \times 2 = 6$	$6 \times 10 = 60$
$9 \times 10 = 90$	$9 \times 5 = 45$	$7 \times 5 = 35$
$6 \times 2 = 12$	$8 \times 10 = 80$	$5 \times 2 = 10$
$4 \times 5 = 20$	$9 \times 2 = 18$	$8 \times 5 = 40$
$1 \times 10 = 10$	$0 \times 5 = 0$	$8 \times 2 = 16$

Use the seven pieces.  
Make this picture.

Now make your own picture.  
Trace around it on a piece of paper.  
Have a friend try it.

Subtract. Add to check.

$253$	$113$	$497$	$262$
$-140$	$+140$	$-235$	$+235$
$113$	$253$	$262$	$497$
$586$	$252$	$895$	$460$
$-334$	$+334$	$-435$	$+435$
$252$	$586$	$460$	$895$
$627$	$303$	$758$	$26$
$-324$	$+324$	$-732$	$+732$
$303$	$627$	$26$	$758$
$359$	$5$	$889$	$544$
$-354$	$+354$	$-345$	$+345$
$5$	$359$	$544$	$889$
$576$	$465$	$654$	$333$
$-111$	$+111$	$-321$	$+321$
$465$	$576$	$333$	$654$

Solve. Show your work.

There are 423 large fish.	$423$	There are 576 large fish.	$576$
There are 136 small fish.	$+136$	There are 234 small fish.	$-234$
How many fish are there in all?	$559$	How many more large fish are there?	$342$
$559$ fish		342 fish	

76 Regrouping between the ones' and tens' places is required for these exercises. The use of addition to check subtraction is reviewed.

77 The exercises on this sheet and the following seven sheets are designed to test the children's performance on the material presented in *Starting Points In Mathematics 2*.

The following objectives are tested on this sheet in the order indicated.

1. Count and order numbers to 999.
2. Count by twos, fives, tens, and hundreds.
3. Print the numerals for number words to 99.
4. Understand ordinal number concepts from *first* to *tenth*.

78 The following objectives are tested on this sheet in the order indicated.

1. Identify whole numbers before, after, and between whole numbers to 999.
2. Recognize and use the symbols  $>$  and  $<$ ; identify which of two numbers is greater than (less than) the other.
3. Write standard numerals for numbers to 999; interpret place value in numerals to 999.
4. Complete basic addition and subtraction facts.
5. Add three one-digit numbers, sums to 18.

Name \_\_\_\_\_

Subtract Add to check

$$\begin{array}{r} 394 \\ -127 \\ \hline 267 \end{array}$$

$$\begin{array}{r} 563 \\ +217 \\ \hline 346 \end{array}$$

$$\begin{array}{r} 746 \\ -108 \\ \hline 646 \end{array}$$

$$\begin{array}{r} 995 \\ -649 \\ \hline 346 \end{array}$$

$$\begin{array}{r} 674 \\ -566 \\ \hline 108 \end{array}$$

$$\begin{array}{r} 471 \\ -26 \\ \hline 854 \end{array}$$

$$\begin{array}{r} 329 \\ +129 \\ \hline 658 \end{array}$$

$$\begin{array}{r} 780 \\ -137 \\ \hline 643 \end{array}$$

$$\begin{array}{r} 456 \\ -119 \\ \hline 337 \end{array}$$

Solve. Show your work.

There are 136 children

There are 328 adults

How many people  
are there in all?

464 people

There are 463 people  
329 people are adults  
How many are  
children?

134 children

Name \_\_\_\_\_

YEAR-END TEST 77

Count by ones

$$\begin{array}{r} 35 \quad 36 \quad 37 \quad 38 \quad 39 \quad 40 \quad 41 \quad 42 \\ 95 \quad 96 \quad 97 \quad 98 \quad 99 \quad 100 \quad 101 \quad 102 \\ 436 \quad 437 \quad 438 \quad 439 \quad 440 \quad 441 \quad 442 \quad 443 \end{array}$$

Count by twos

$$\begin{array}{r} 12 \quad 14 \quad 16 \quad 18 \quad 20 \quad 22 \quad 24 \quad 26 \\ 64 \quad 66 \quad 68 \quad 70 \quad 72 \quad 74 \quad 76 \quad 78 \end{array}$$

Count by fives

$$\begin{array}{r} 5 \quad 10 \quad 15 \quad 20 \quad 25 \quad 30 \quad 35 \quad 40 \\ 60 \quad 65 \quad 70 \quad 75 \quad 80 \quad 85 \quad 90 \quad 95 \end{array}$$

Count by tens

$$\begin{array}{r} 30 \quad 40 \quad 50 \quad 60 \quad 70 \quad 80 \quad 90 \quad 100 \\ 23 \quad 33 \quad 43 \quad 53 \quad 63 \quad 73 \quad 83 \quad 93 \end{array}$$

Count by hundreds.

$$\begin{array}{r} 100 \quad 200 \quad 300 \quad 400 \quad 500 \quad 600 \quad 700 \quad 800 \end{array}$$

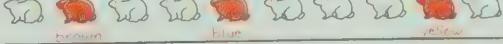
Print.

eleven 11 seventeen 17 fifty-three 53 eighty 80

Color the second rabbit brown.

Color the ninth rabbit yellow.

Color the fifth rabbit blue.



Name \_\_\_\_\_

YEAR-END TEST 78

Show the numbers.

Before

$$\begin{array}{r} 15 \\ 90 \\ 188 \\ 400 \end{array}$$

Between

$$\begin{array}{r} 19 \ 20 \ 21 \\ 74 \ 75 \ 76 \\ 279 \ 280 \ 281 \\ 499 \ 500 \end{array}$$

After

$$\begin{array}{r} 29 \\ 66 \\ 109 \\ 630 \end{array}$$

Write  $<$  or  $>$

$14 \square 20$

$70 \square 60$

$65 \square 56$

$42 \square 24$

$29 \square 30$

$80 \square 92$

Complete.

$3 \text{ tens } 4 \text{ ones} = 34$

$6 \text{ tens } 0 \text{ ones} = 60$

$8 \text{ tens } 9 \text{ ones} = 89$

$1 \text{ hundred } 2 \text{ tens } 4 \text{ ones} = 124$

$5 \text{ hundreds } 0 \text{ tens } 7 \text{ ones} = 507$

$42 = 4 \text{ tens } 2 \text{ ones}$

$53 = 5 \text{ tens } 3 \text{ ones}$

$90 = 9 \text{ tens } 0 \text{ ones}$

$247 = 2 \text{ hundreds } 4 \text{ tens } 7 \text{ ones}$

$410 = 4 \text{ hundreds } 1 \text{ tens } 0 \text{ ones}$

Add or subtract.

$$\begin{array}{r} 4 \quad 12 \quad 9 \quad 7 \quad 17 \quad 11 \\ + 5 \quad 6 \quad 9 \quad 8 \quad 9 \quad 6 \\ \hline 9 \quad \quad \quad \quad \quad \quad \end{array}$$

$$\begin{array}{r} 4 \quad 4 \quad 3 \quad 7 \quad 6 \quad 4 \\ 0 \quad 3 \quad 3 \quad 2 \quad 5 \quad 5 \\ + 1 \quad + 2 \quad + 3 \quad + 6 \quad + 7 \quad + 6 \\ \hline \quad \quad \quad \quad \quad \quad \end{array}$$

Write the related facts.

$$3 + 7 = 10 \quad 7 + 3 = 10 \quad 10 - 3 = 7 \quad 10 - 7 = 3$$

Complete.

$$9 + 4 = 13 \quad 7 + 4 = 11 \quad 9 + 8 = 17$$

Print + or -.

$$7 \underline{-} 4 = 3$$

$$8 \underline{+} 7 = 15$$

$$9 \underline{-} 9 = 0$$

$$7 \underline{+} 5 = 12$$

$$7 \underline{-} 2 = 5$$

$$12 \underline{-} 3 = 9$$

Complete.

I have 11¢  
I spend 8¢

I have 9¢.  
I get 5¢.

I have 10¢.  
You have 3¢.

I have 3¢ left.

I have 14¢ in all.

I have 7¢ more than you.

Add or subtract.

$$\begin{array}{r}
 40 & 50 & 6 & 39 & 58 & 60\text{¢} \\
 +30 & -40 & +52 & -9 & -20 & +38\text{¢} \\
 \hline
 70 & 10 & 58 & 30 & 38 & 98\text{¢} \\
 \hline
 67 & 83 & 45 & 79 & 34 & 71\text{¢} \\
 -26 & -63 & +52 & -45 & +24 & +27\text{¢} \\
 \hline
 41 & 20 & 97 & 34 & 58 & 98\text{¢}
 \end{array}$$

Solve. Show your work.

We bake 43 cookies.  
We eat 32 cookies.  
How many cookies are left?

$$\begin{array}{r}
 43 \\
 -32 \\
 \hline
 11
 \end{array}$$

We bake 39 cookies.  
Then we bake 30 cookies.  
How many cookies in all do we bake?

$$69 \text{ cookies}$$

$$\begin{array}{r}
 39 \\
 +30 \\
 \hline
 69
 \end{array}$$

Add or subtract.

$$\begin{array}{r}
 20 & 13 & 42 & 25 & 56 & 38\text{¢} \\
 -6 & +19 & -18 & +26 & -29 & +34\text{¢} \\
 \hline
 14 & 32 & 24 & 51 & 27 & 72\text{¢} \\
 \hline
 57 & 80 & 25 & 75 & 36 & 96\text{¢} \\
 +39 & -45 & +65 & -28 & +36 & -48\text{¢} \\
 \hline
 96 & 35 & 90 & 47 & 72 & 48\text{¢}
 \end{array}$$

Solve. Show your work.

52 cars are new.  
27 cars are old.  
How many more cars are new?

$$\begin{array}{r}
 52 \\
 -27 \\
 \hline
 25
 \end{array}$$

35 cars are new.  
45 cars are old.  
How many cars are there in all?

$$\begin{array}{r}
 35 \\
 +45 \\
 \hline
 80
 \end{array}$$

Subtract. Then add to check.

$$\begin{array}{r}
 29 & 23 & 64 & 32 & 52 & 13 \\
 -6 & +6 & -32 & +32 & -39 & +39 \\
 \hline
 23 & 29 & 32 & 64 & 13 & 52
 \end{array}$$

Add or subtract.

$$\begin{array}{r}
 321 & 849 & 406 & 738 & 380 \\
 +123 & -123 & +72 & -235 & +417 \\
 \hline
 444 & 726 & 478 & 503 & 797 \\
 \hline
 125 & 580 & 275 & 176 & 484 \\
 +125 & -116 & -239 & +309 & -126 \\
 \hline
 250 & 414 & 36 & 485 & 358
 \end{array}$$

79 The following objectives are tested on this sheet in the order indicated.

1. Write related addition and subtraction facts.
2. Determine the missing addend in a basic addition fact.
3. Decide whether + or - is needed to complete a number sentence.
4. Solve problems involving basic addition and subtraction facts.
5. Add and subtract two-digit numbers, no regrouping, sums and minuends to 99.
6. Solve problems involving addition or subtraction, no regrouping, sums and minuends to 99.

80 The following objectives are tested on this sheet in the order indicated.

1. Add and subtract two-digit numbers, regrouping, sums and minuends to 99.
2. Solve problems involving addition or subtraction, regrouping, sums and minuends to 99.
3. Use addition to check subtraction.
4. Add and subtract three-digit numbers, no regrouping, sums and minuends to 999.
5. Add and subtract three-digit numbers, regrouping, sums and minuends to 999.

81 The following objectives are tested on this sheet in the order indicated.

1. Complete sentences for multiplication facts of 2, 5, and 10.
2. Determine the values of sets of coins, to 50¢.

Complete.



3 sets of 5  
 $3 \times 5 = 15$



2 sets of 10  
 $2 \times 10 = 20$



4 sets of 2  
 $4 \times 2 = 8$

$$3 \times 2 = 6$$

$$6 \times 5 = 30$$

$$4 \times 10 = 40$$

$$9 \times 2 = 18$$

$$7 \times 10 = 70$$

$$10 \times 5 = 50$$

$$1 \times 5 = 5$$

$$2 \times 2 = 4$$

$$6 \times 10 = 60$$

How much?



82 The following objectives are tested on this sheet in the order indicated.

1. Identify part of a whole and part of a set (halves, thirds, fourths, tenths).
2. Recognize and continue a given pattern.
3. Identify slides, flips, and turns.
4. Complete a symmetrical shape.

83 The following objectives are tested on this sheet in the order indicated.

1. Estimate length in centimetres; measure to check an estimate of length.
2. Read and record time in quarter-hours and at five-minute marks.
3. Read temperatures on a Celsius scale.

84 The following objective is tested on this sheet.

Read/interpret a simple bar graph.

Name \_\_\_\_\_

YEAR-END TEST

Color



$\frac{1}{2}$



$\frac{3}{4}$



$\frac{7}{10}$



$\frac{2}{3}$

Complete



How can you make the grey shape fit the white shape?



Slide



Flip



Turn

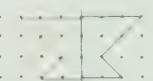
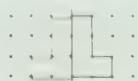


Slide Flip Turn



Slide Flip Turn

Draw the other half of each shape



Name \_\_\_\_\_

YEAR-END TEST

83

Estimate the length in centimetres. Then measure.

\_\_\_\_\_

Estimate \_\_\_\_ cm

\_\_\_\_\_

Measurement \_\_\_\_ cm

Estimate \_\_\_\_ cm

Measurement \_\_\_\_ cm

Write the time shown.



3:00



8:30

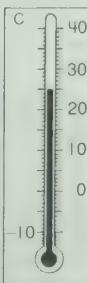


12:45

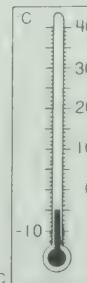


10:20

Write the temperature shown.



25 °C



5 °C below zero



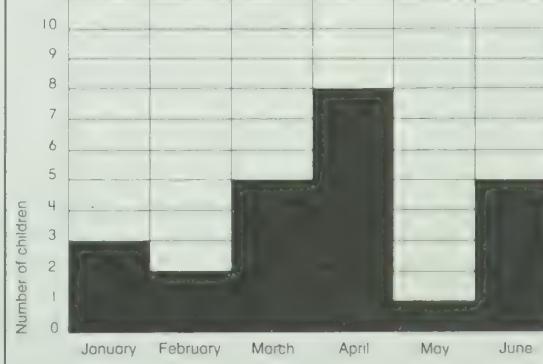
15 °C

Name \_\_\_\_\_

YEAR-END TEST

84

Birthdays



Complete

How many children have a birthday in March? 5 in January? 3 in June? 5

Are there more birthdays in February or in March? March How many more? 3

Which month has the fewest birthdays? May

Which month has the most birthdays? April

Which months have the same number of birthdays?

March and June

In which month is your birthday? Answers will vary

## Extra Materials

Master Sheets 85 to 92 are not correlated to specific student text pages because they provide materials that can be used several times throughout the year for practice and enrichment. Suggestions for using these materials are given below.

**85** Use copies of this sheet to provide exercises similar to those on Master Sheets 17 and 32. Note that you will have to indicate a starting number and numbers to be added or subtracted at each arrow of the path.

The circular paths involve both addition and subtraction, and provide self-checking exercises because the number that begins the path also ends the path. This is ensured when the total of the numbers added equals the total of the numbers subtracted. For a starting number of 12, for example, the sequence  $-6, +3, -8, +4, -2, +8, -6, +7$  leads back to the starting number 12 because the sum of the numbers added is 22 and the sum of the numbers subtracted is also 22. It is imperative to test each path yourself before assigning it to the children.

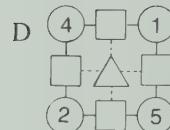
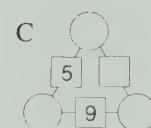
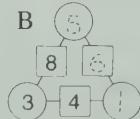
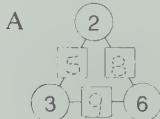
For the other paths, use just addition, just subtraction, or a combination of the two operations. A sequence such as  $+4, -4, +9, -9$  reinforces the inverse relationship between addition and subtraction. The sequence  $+2, +2, +2$  can lead to a set of even numbers or a set of odd numbers depending on the number chosen to begin the path. Other sequences to consider are  $+10, +10, +10, +10$ , and  $-10, -10, -10, -10$ .

Both types of paths may be adapted for adding or subtracting two-digit numbers and one-digit numbers. For a challenging problem-solving situation, ask children to develop circular paths for other children to complete.

**86** Use the upper half of this sheet to have the children show different names for a number. Show the number 6, for example, in the window of one house. Below this the children might show  $3 + 3, 10 - 4, 1 + 5, 6 + 0, 8 - 2, 9 - 3$ , and  $6 - 0$ . Some children might show three addends as in  $1 + 2 + 3$  and later, a sentence such as  $3 \times 2 = 6$ . If more “floors” are needed for a house, the children can draw a vertical line through the centre of the house. The diagrams may be adapted for providing exercises similar to those on page 39 of the student text.

Use the lower half of this sheet for providing addition and subtraction squares similar to those on Master Sheet 43.

**87** These diagrams are useful for providing practice in addition and subtraction. Addends are shown in the circles and sums are shown in the squares. Some examples are provided below. Note that more than one solution is possible in C. For examples similar to D, the number in the triangle provides a self check because the sum of the numbers in opposite squares must be equal.



**88** Two types of dot patterns are provided, a 3-by-3 array of 9 dots and a 4-by-4 array of 16 dots. Have the children work with one type at a time for exercises similar to the following.

1. Show a square (triangle, rectangle).

Show the same size of square in as many different positions as you can.

2. Show as many different squares (triangles, rectangles) as you can.

How many dots are inside (outside, touching) the square?

3. Can you show a square with 0 dots inside it?

1 dot? 2 dots? 3 dots? more than 3 dots?

**89** To reinforce place-value concepts to 99, name a number and have the children show the standard numeral in the space provided in the upper right corner of the exercise. Ask the children to color the appropriate number of tens and ones and to print the corresponding numerals below.

**90** To practice regrouping 10 ones as 1 more ten, ask the children to color, for example, 3 tens 15 ones and to print the corresponding numerals below. Then have them ring and cross out 10 of the colored ones, color in 1 more ten, and show the corresponding changes to the numerals below. To practice regrouping 1 ten as 10 more ones, ask the children to color, for example, 4 tens 2 ones and to print the corresponding numerals below. Then have them ring and cross out 1 of the colored tens, color in 10 more ones, and show the corresponding changes to the numerals below.

You may wish to have the children use Master Sheets 89 and 90 side by side so that the standard form is colored on sheet 89 and the form showing more than 9 ones is colored on sheet 90.

**91** These charts are useful for preparing addition and subtraction exercises involving two-digit numbers, with and without regrouping. Note that there is a gradual progression in each row from a detailed chart form to a more abstract form.

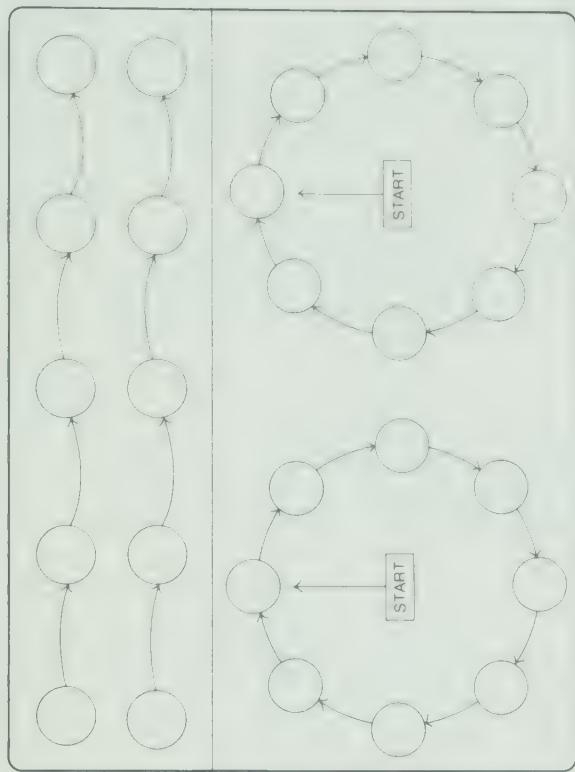
**92** These diagrams are best used after the children have been introduced to addition and subtraction with two-digit numbers. Provide a starting number such as 7 in the upper left square. Indicate the numbers (less than 10) that are to be added for the horizontal and vertical moves through the chart, for example,  $\rightarrow +3 \downarrow +8$ . Then have the children complete the diagram. For the numbers suggested above, the first three rows of the chart would be as follows.

7	10	13	16	19
15	18	21	24	27
23	26	29	32	35

Name \_\_\_\_\_

SPM 2 Masters

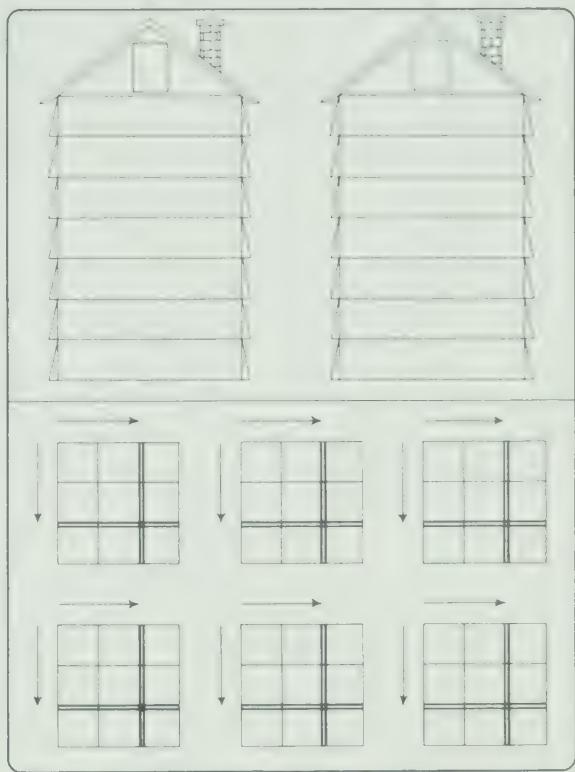
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Name \_\_\_\_\_

SPM 2 Masters

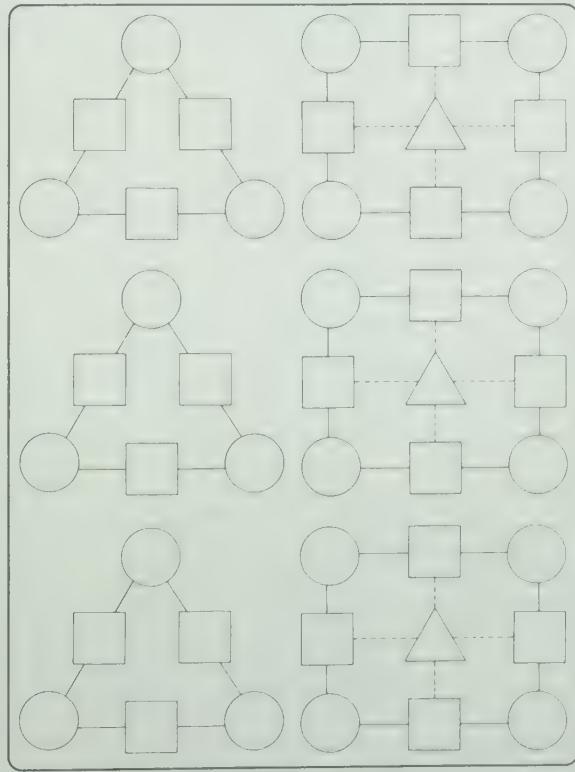
86



Name \_\_\_\_\_

SPM 2 Masters

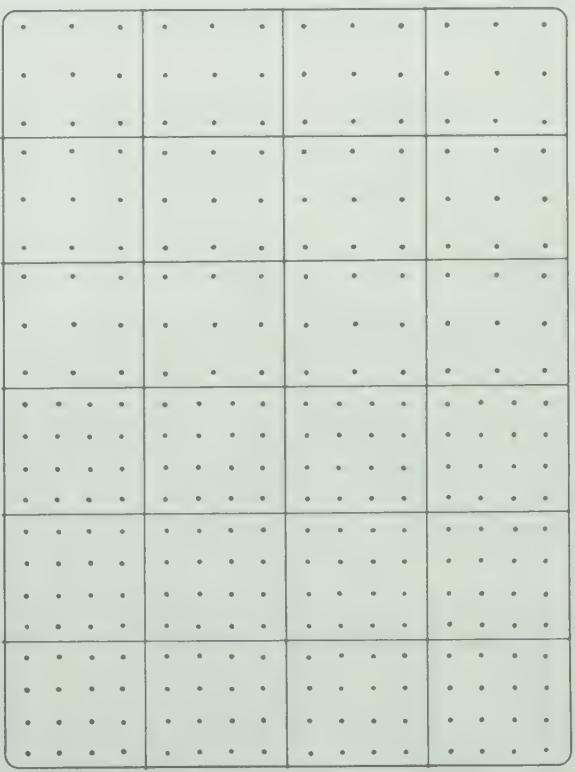
87



Name \_\_\_\_\_

SPM 2 Masters

88



Name \_\_\_\_\_

SPM 2 Masters 89


Name \_\_\_\_\_

SPM 2 Masters 90

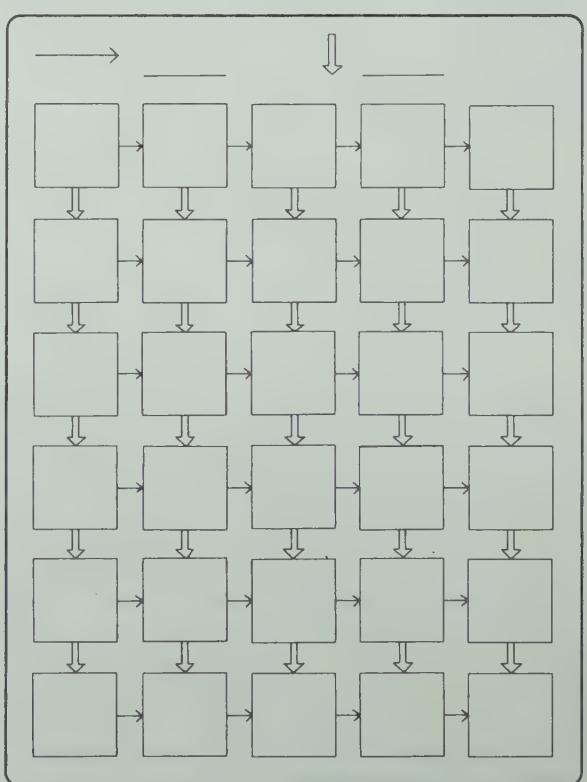

Name \_\_\_\_\_

SPM 2 Masters 91

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Name \_\_\_\_\_

SPM 2 Masters 92



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Draw 's. Print the numeral.

two



three

zero

six

four

five

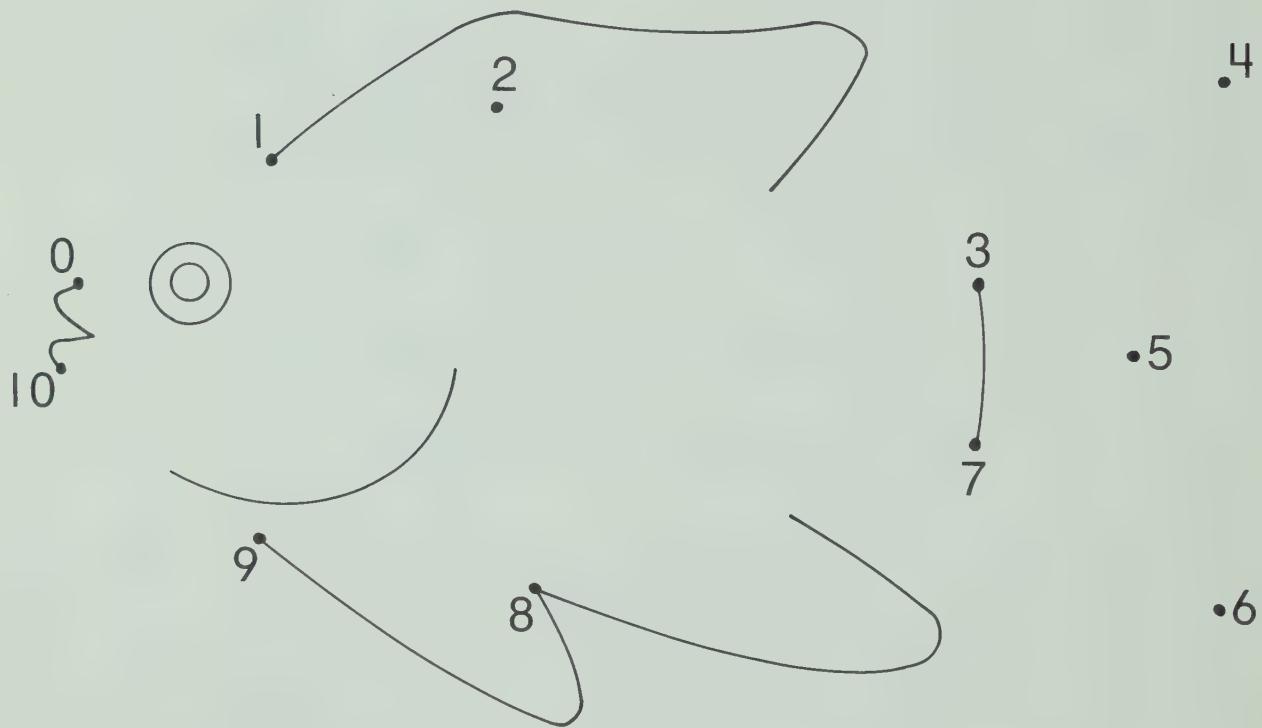
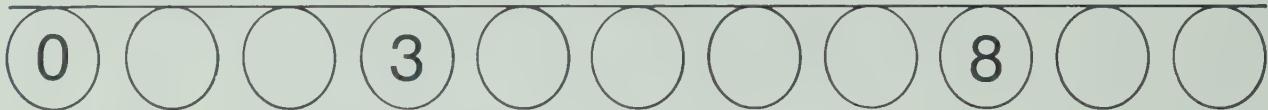
ten

eight

seven

nine

Complete.

Use  $>$  or  $<$ .

2	$\bigcirc$	7
6	$\bigcirc$	9
6	$\bigcirc$	3
3	$\bigcirc$	6

8	$\bigcirc$	5
3	$\bigcirc$	0
9	$\bigcirc$	4
4	$\bigcirc$	9

4	$\bigcirc$	10
5	$\bigcirc$	2
7	$\bigcirc$	1
1	$\bigcirc$	7

Add.

$$\begin{array}{r} 4 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$$

Add. Match.

$$2 + 1 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$3 + 5 = \underline{\quad}$$

$$5 + 4 = \underline{\quad}$$

$$4 + 2 = \underline{\quad}$$

$$2 + 3 = \underline{\quad}$$

$$6 + 3 = \underline{\quad}$$

$$1 + 2 = \underline{\quad}$$

$$3 + 2 = \underline{\quad}$$

$$8 + 0 = \underline{\quad}$$

$$4 + 5 = \underline{\quad}$$

$$3 + 6 = \underline{\quad}$$

$$0 + 8 = \underline{\quad}$$

$$2 + 4 = \underline{\quad}$$

How much?



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C

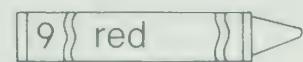
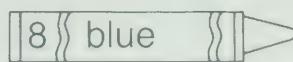
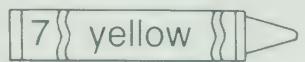
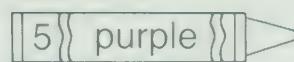
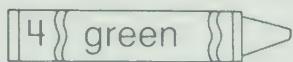


\_\_\_\_\_ C



\_\_\_\_\_ C

Color.



$7 + 1 = \underline{\quad}$	$3 + 5 = \underline{\quad}$	$5 + 3 = \underline{\quad}$	$1 + 7 = \underline{\quad}$
$6 + 1 = \underline{\quad}$	$\begin{array}{r} 4 \\ + 5 \end{array}$	$2 + 1 = \underline{\quad}$	$\begin{array}{r} 5 \\ + 4 \end{array}$
$\begin{array}{r} 8 \\ + 1 \end{array}$	$2 + 5 = \underline{\quad}$	$0 + 3 = \underline{\quad}$	$5 + 2 = \underline{\quad}$
$\begin{array}{r} 3 \\ + 2 \end{array}$	$1 + 3 = \underline{\quad}$	$\begin{array}{r} 4 \\ + 3 \end{array}$	$\begin{array}{r} 0 \\ + 7 \end{array}$
	$2 + 2 = \underline{\quad}$		$0 + 4 = \underline{\quad}$
$\begin{array}{r} 1 \\ + 4 \end{array}$	$\begin{array}{r} 0 \\ + 5 \end{array}$	$6 + 3 = \underline{\quad}$	$0 + 9 = \underline{\quad}$
		$3 + 0 = \underline{\quad}$	$1 + 2 = \underline{\quad}$
		$\begin{array}{r} 2 \\ + 6 \end{array}$	$\begin{array}{r} 8 \\ + 0 \end{array}$
		$\begin{array}{r} 4 \\ + 4 \end{array}$	$\begin{array}{r} 6 \\ + 2 \end{array}$

$4 + 2 = \underline{\quad}$	$3 + 3 = \underline{\quad}$	$6 + 0 = \underline{\quad}$	$1 + 5 = \underline{\quad}$
-----------------------------	-----------------------------	-----------------------------	-----------------------------

Add or subtract.

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$$

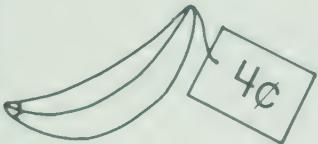
$$\begin{array}{r} 8 \\ + 0 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 0 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 6 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

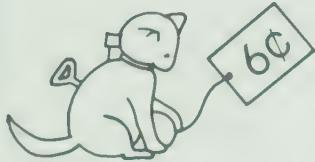
$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 6 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ - 5 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 1 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

Buy. How much is left?



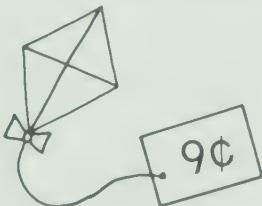
¢ left



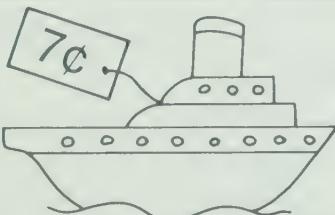
¢ left



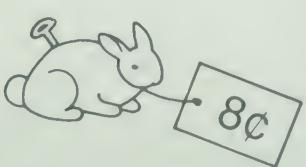
¢ left



¢ left



¢ left



¢ left



¢ left

Complete.

0	1	2					7		
10				14					

Match.

fourteen

11

sixteen

eleven

12

thirteen

twelve

13

seventeen

fifteen

14

twenty

nineteen

15

eighteen

16

17

18

19

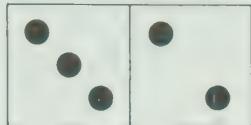
20

Complete.

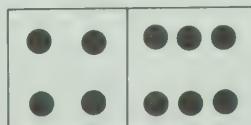
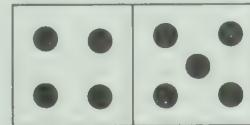
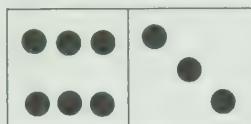
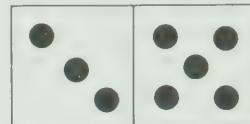
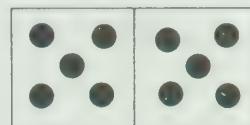
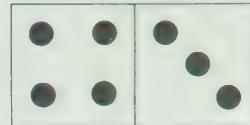
12 13 14 \_\_\_\_\_ 18 \_\_\_\_\_

16 15 14 \_\_\_\_\_ 11 \_\_\_\_\_

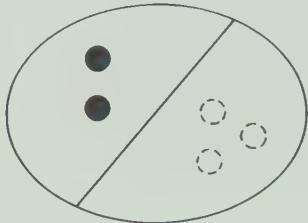
Write a number sentence for each.



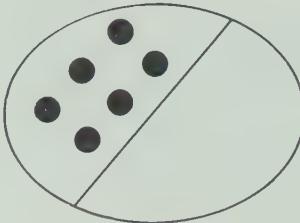
$$\underline{3 + 2 = 5}$$



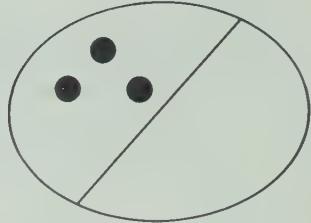
Draw dots to complete each set.  
Complete the number sentences.



$2 + \underline{\quad} = 5$



$6 + \underline{\quad} = 10$



$3 + \underline{\quad} = 7$

Complete the number sentences.

$4 + \underline{\quad} = 6$

$5 + \underline{\quad} = 10$

$4 + \underline{\quad} = 9$

$3 + \underline{\quad} = 8$

$1 + \underline{\quad} = 4$

$3 + \underline{\quad} = 7$

$8 + \underline{\quad} = 10$

$6 + \underline{\quad} = 8$

$3 + \underline{\quad} = 5$

$5 + \underline{\quad} = 7$

$3 + \underline{\quad} = 9$

$4 + \underline{\quad} = 4$

Add.

$3 + 1 + 1 = \underline{\quad}$

$3 \quad 3 \quad 3$

$2 + 3 + 3 = \underline{\quad}$

$2 \quad 2 \quad 3$

$4 + 2 + 4 = \underline{\quad}$

$+1 \quad +2 \quad +3$

$6 + 0 + 4 = \underline{\quad}$

$2 \quad 4 \quad 4$

$3 + 3 + 4 = \underline{\quad}$

$4 \quad 2 \quad 1$

$1 + 5 + 2 = \underline{\quad}$

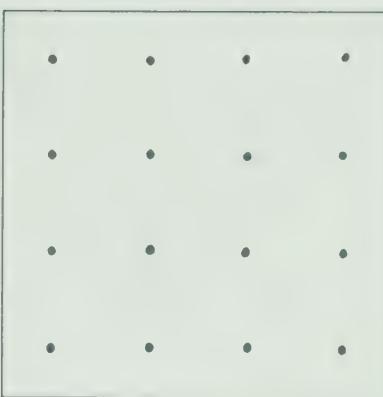
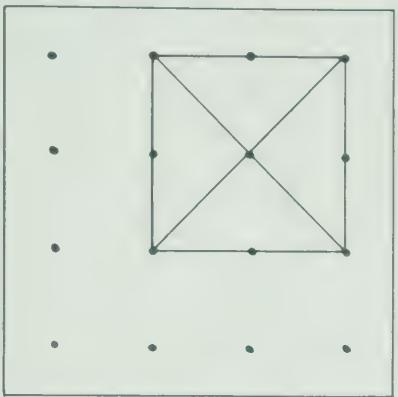
$+1 \quad +1 \quad +2$

Name \_\_\_\_\_

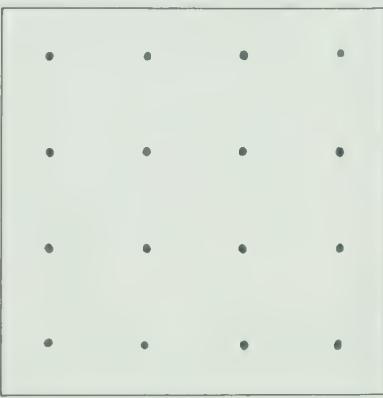
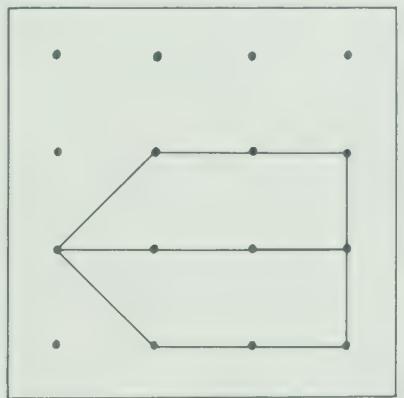
SPM 2 Masters  
Follows page 46

11

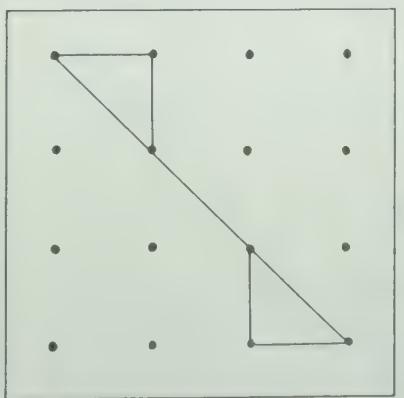
Copy.



Draw a circle.



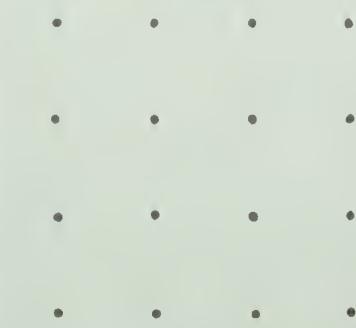
Draw a rectangle.



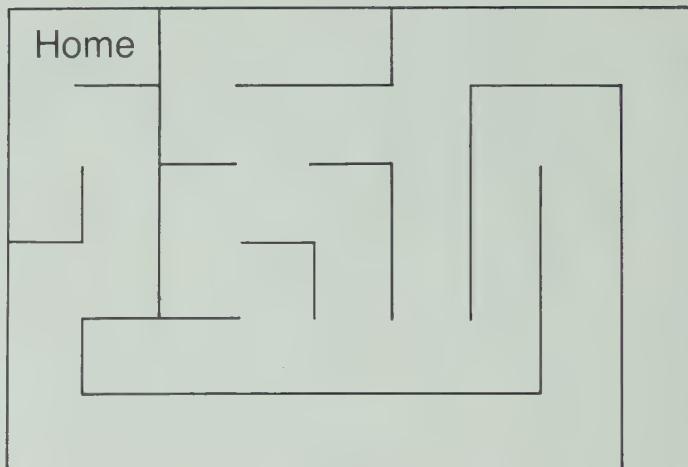
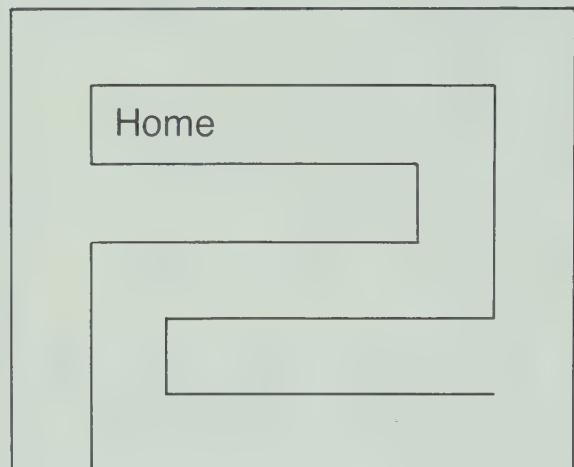
Draw a triangle.



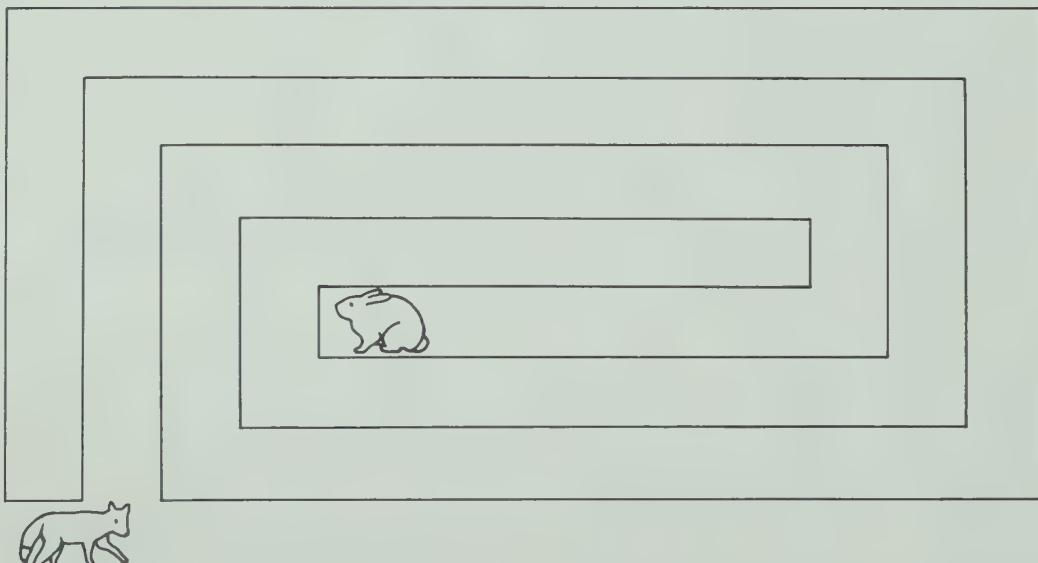
Draw a square.



Find a way home.



Can the fox catch the rabbit?



Yes  
No

Complete.

$$5 - 2 =$$

$3 + 6 =$

$9 - 5 =$  \_\_\_\_\_

$4 + 4 = \underline{\hspace{2cm}}$

$8 - 6 = \underline{\quad}$

$$2 + 5 =$$

$$7 - 3 =$$

$$4 + 5 =$$

$9 - 6 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$$1 + 5 =$$

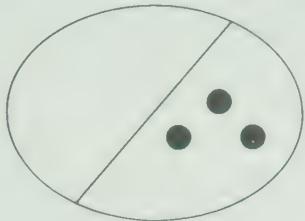
$$6 - 3 =$$

$$3 + 0 =$$

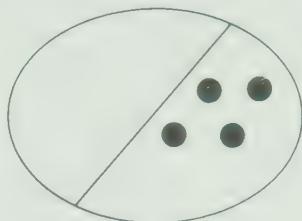
$3 - 2 = \underline{\quad}$

$$1 + 9 = \underline{\hspace{2cm}}$$

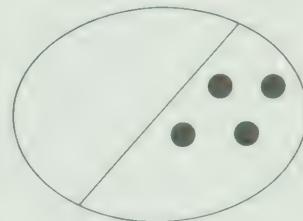
Draw dots to complete each set.  
Complete the number sentences.



$$\underline{\quad} + 3 = 5$$



$$\underline{\quad} + 4 = 10$$



$$\underline{\quad} + 4 = 7$$

Complete the number sentences.

$$\underline{\quad} + 2 = 4$$

$$\underline{\quad} + 2 = 8$$

$$\underline{\quad} + 3 = 3$$

$$\underline{\quad} + 3 = 6$$

$$\underline{\quad} + 1 = 6$$

$$\underline{\quad} + 4 = 9$$

$$\underline{\quad} + 4 = 8$$

$$\underline{\quad} + 3 = 7$$

$$\underline{\quad} + 5 = 9$$

$$\underline{\quad} + 5 = 10$$

$$\underline{\quad} + 7 = 10$$

$$\underline{\quad} + 2 = 5$$

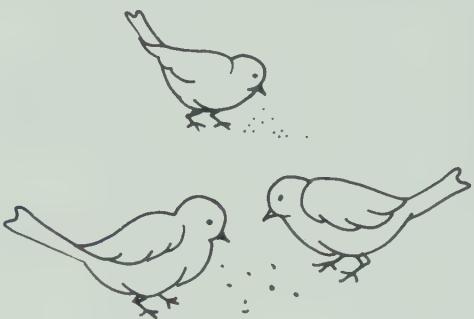
Add or subtract.

4	6	1	10	3	8
<u>+ 2</u>	<u>- 5</u>	<u>+ 9</u>	<u>- 7</u>	<u>+ 5</u>	<u>- 4</u>

4	5	2	8	3	9
<u>+ 1</u>	<u>- 3</u>	<u>+ 6</u>	<u>- 5</u>	<u>+ 6</u>	<u>- 2</u>

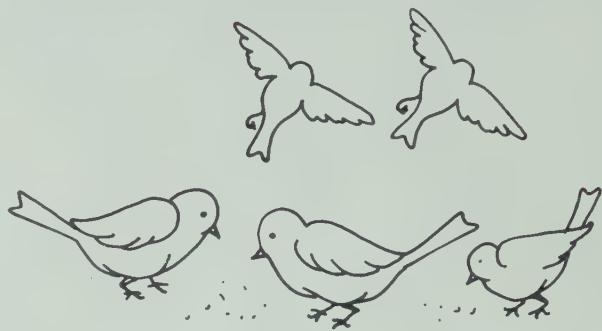
7	10	6	10	2	9
<u>+ 3</u>	<u>- 4</u>	<u>+ 4</u>	<u>- 8</u>	<u>+ 7</u>	<u>- 6</u>

Print + or -. Complete the number sentences.



How many birds  
are there in all?

$2 \bigcirc 1 = \underline{\quad}$



How many birds  
are left?

$5 \bigcirc 2 = \underline{\quad}$



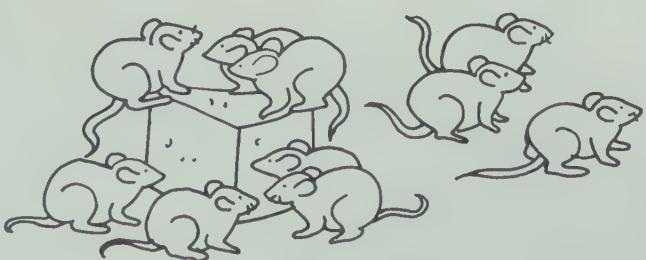
How many rabbits  
are left?

$4 \bigcirc 1 = \underline{\quad}$



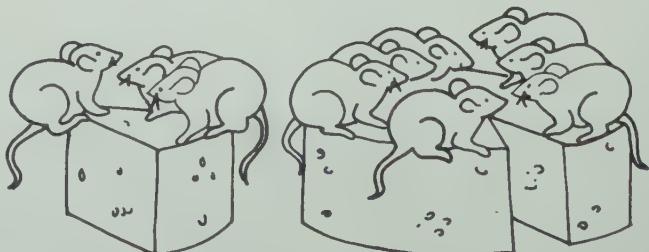
How many rabbits  
are there in all?

$3 \bigcirc 3 = \underline{\quad}$



How many mice  
are left?

$10 \bigcirc 3 = \underline{\quad}$

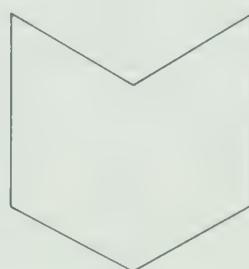
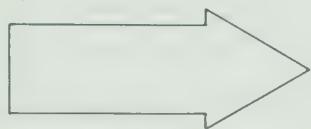
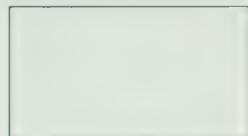
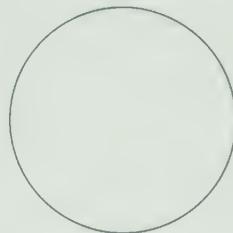


How many mice  
are there in all?

$3 \bigcirc 7 = \underline{\quad}$

Mark and color one half of each shape.

Print  $\frac{1}{2}$  on the other half.



Complete.

Whole set	Half of the set	Half of the set
● ● ● ● ● ●	6	○ ○ ○ 3
● ●		
● ● ● ● ● ● ● ●		
● ● ● ●		
● ● ● ● ● ● ● ●		

Ring groups of ten. Show how many.

   ten    ones   ten    ones   tens    ones   tens    ones   tens    ones

Draw.

1 ten 6 ones

2 tens 3 ones

Complete the number sentences.

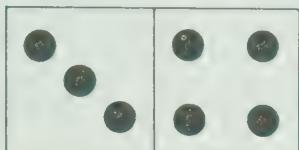


$3 + 1 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

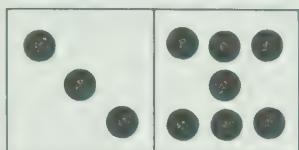


$3 + \underline{\quad} = \underline{\quad}$

$4 + \underline{\quad} = \underline{\quad}$

$7 - \underline{\quad} = \underline{\quad}$

$7 - \underline{\quad} = \underline{\quad}$



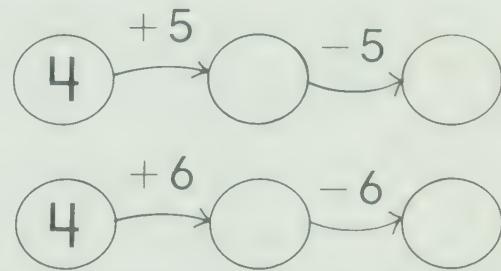
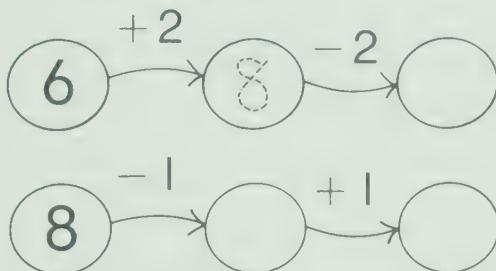
$\underline{\quad} + 7 = \underline{\quad}$

$\underline{\quad} + 3 = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

$10 - \underline{\quad} = \underline{\quad}$

Follow the path.



Print + or -.

$5 \bigcirc 3 = 8$

$9 \bigcirc 7 = 2$

$4 \bigcirc 3 = 1$

$8 \bigcirc 3 = 5$

$2 \bigcirc 7 = 9$

$1 \bigcirc 3 = 4$

$5 \bigcirc 4 = 1$

$4 \bigcirc 6 = 10$

$4 \bigcirc 3 = 7$

$1 \bigcirc 4 = 5$

$10 \bigcirc 6 = 4$

$7 \bigcirc 3 = 4$

$5 \bigcirc 4 = 9$

$3 \bigcirc 0 = 3$

$10 \bigcirc 5 = 5$

$9 \bigcirc 4 = 5$

$3 \bigcirc 3 = 0$

$5 \bigcirc 5 = 10$

Here is a code.

Add or subtract to find out  
where each letter is going.

L	G	I	E	M	N	R	D	A	T	O
0	1	2	3	4	5	6	7	8	9	10

2	9	1	5	9	4
+4	-6	+0	-3	-4	+4
6					
R					



4	6	8	3	2	10
-4	+4	-3	+4	+8	-5



9	3	3	8	10	9	10	3
-5	+7	+2	+1	-4	-6	-2	-3



7	9	6	4	6	4	6	1
-4	-2	-2	+6	-1	+5	+4	+4



10	5	3	1	7	3	10
-1	+5	+3	+9	-2	+6	+0



Read.

April

August

December

February

January

July

June

March

May

November

October

September

Complete and match.

January

- the month after March

- the sixth month

- the first month

- the month before August

- the second month

- the month between April and June

- the month after February

- the month before December

- the last month of summer holidays

- the month after November

- the month of Halloween

- the ninth month

- my favorite month

June

November

Complete.

twenty-four

24

2 tens 4 ones

fifty-nine

tens ones

forty-seven

tens ones

eighty-two

tens ones

ninety-five

tens ones

thirty-three

tens ones

sixty-eight

tens ones

forty-six

tens ones

twenty

tens ones

sixty-nine

tens ones

eighty-one

tens ones

thirty-five

tens ones

Complete.

$$\begin{array}{r} + \\ \begin{array}{c} 2 \\ 6 \\ 3 \\ 0 \\ 5 \\ 4 \end{array} \\ \hline \begin{array}{c} 4 \\ 6 \end{array} \end{array}$$
$$\begin{array}{r} + \\ \begin{array}{c} 1 \\ 4 \\ 3 \\ 5 \\ 0 \\ 2 \end{array} \\ \hline \begin{array}{c} 5 \end{array} \end{array}$$
$$\begin{array}{r} - \\ \begin{array}{c} 2 \\ 6 \\ 8 \\ 3 \\ 5 \\ 9 \end{array} \\ \hline \begin{array}{c} 10 \\ 8 \end{array} \end{array}$$
$$\begin{array}{r} - \\ \begin{array}{c} 4 \\ 9 \\ 6 \\ 2 \\ 8 \\ 5 \end{array} \\ \hline \begin{array}{c} 9 \end{array} \end{array}$$

Write a number sentence. Show the answer.

7 children are on the bus.  
2 more children get on.  
How many children  
are on the bus now?

---

\_\_\_\_\_ children

9 children are on the bus.  
5 children get off.  
How many children  
are on the bus now?

---

\_\_\_\_\_ children

4 children are on the bus.  
2 more children get on.  
How many children  
are on the bus now?

---

\_\_\_\_\_ children

6 children are on the bus.  
6 children get off.  
How many children  
are on the bus now?

---

\_\_\_\_\_ children

Show the numbers.

Before	
30	31
46	47
71	72
99	100

Between		
17	_____	19
26	_____	28
59	_____	61
80	_____	82

After		
8	9	_____
41	42	_____
68	69	_____
94	95	_____

Ring the numbers greater than

37    19    40    52    34    73    90    38

52    61    25    70    95    46    88    57

79    80    39    51    70    96    24    79

Check the numbers less than

29    14    33    52    25    3    20    82

61    47    38    58    74    60    95    0

90    66    7    58    83    99    92    90

How much?



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C



\_\_\_\_\_ C

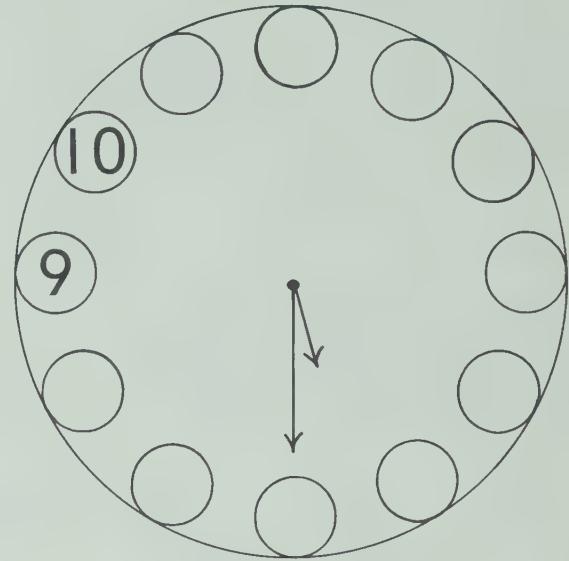
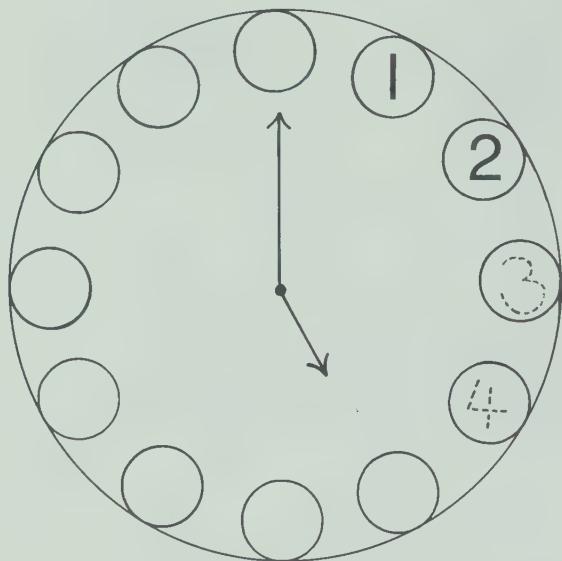


\_\_\_\_\_ C

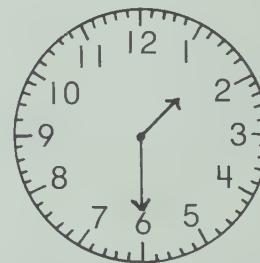


\_\_\_\_\_ C

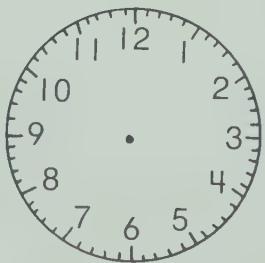
Complete. What time is shown?



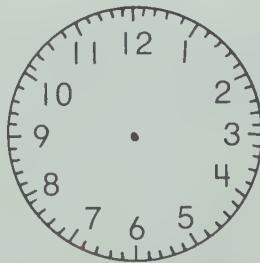
What time is shown?



Show the time.



4:00



8:30



11:00



3:30

Count by ones.

9	10	11	_____	_____	_____	_____	_____
37	38	39	_____	_____	_____	_____	_____
85	86	87	_____	_____	_____	_____	_____

Count by twos.

2	4	6	_____	_____	_____	_____	_____
1	3	5	_____	_____	_____	_____	_____

Count by fives.

5	10	15	_____	_____	_____	_____	_____
25	30	35	_____	_____	_____	_____	_____

Count by tens.

10	20	30	_____	_____	_____	_____	_____
4	14	24	_____	_____	_____	_____	_____
29	39	49	_____	_____	_____	_____	_____

Complete.

6	8	10	_____	_____	_____	_____	_____
21	22	23	_____	_____	_____	_____	_____
17	27	37	_____	_____	_____	_____	_____
15	20	25	_____	_____	_____	_____	_____

Find 9 mistakes. Correct them.

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array} \quad \begin{array}{r} 9 \\ - 3 \\ \hline 4 \end{array} \quad \begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array} \quad \begin{array}{r} 7 \\ - 2 \\ \hline 9 \end{array} \quad \begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array} \quad \begin{array}{r} 6 \\ + 3 \\ \hline 8 \end{array}$$

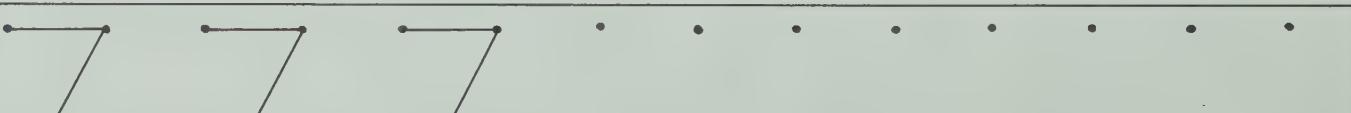
$$\begin{array}{r} 8 \\ - 7 \\ \hline 1 \end{array} \quad \begin{array}{r} 5 \\ + 3 \\ \hline 8 \end{array} \quad \begin{array}{r} 10 \\ - 6 \\ \hline 3 \end{array} \quad \begin{array}{r} 10 \\ - 2 \\ \hline 8 \end{array} \quad \begin{array}{r} 7 \\ + 2 \\ \hline 9 \end{array} \quad \begin{array}{r} 4 \\ + 4 \\ \hline 0 \end{array}$$

$$3 + 3 = \cancel{0} 6 \quad 1 + 4 = 5 \quad 0 + 6 = 0$$

$$5 - 1 = 4 \quad 9 - 8 = 2 \quad 10 - 5 = 5$$

$$4 + 3 = 1 \quad 7 - 5 = 2 \quad 8 - 0 = 8$$

Complete.



Print + or -

$6 \bigcirc 2 = 4$

$6 \bigcirc 5 = 11$

$3 \bigcirc 3 = 0$

$11 \bigcirc 3 = 8$

$9 \bigcirc 2 = 11$

$7 \bigcirc 1 = 9$

$8 \bigcirc 2 = 10$

$6 \bigcirc 4 = 2$

$2 \bigcirc 7 = 9$

$5 \bigcirc 3 = 8$

$4 \bigcirc 3 = 7$

$9 \bigcirc 4 = 5$

$5 \bigcirc 5 = 10$

$7 \bigcirc 4 = 11$

$4 \bigcirc 0 = 4$

Complete.

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 0 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ 4 \\ + 4 \\ \hline \end{array}$$

Write a number sentence for each problem.

Show the answer.

Bob had 6 's.

He gave Pat 2 's.

How many 's were left?

---

's

Bob saw 12 's.

7 's flew away.

How many 's were left?

---

's

Pat saw 8 's.

She saw 4 more 's.

How many 's in all?

---

's

Pat has 4 's.

Bob has 7 's.

How many 's in all?

---

's

Pat had 10 's.

She spent 6 's.

How many 's were left?

---

's

Bob has 2 's.

Pat has 2 's.

Mike has 2 's.

How many 's in all?

---

's

Complete.

$5 + 3 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$7 + 4 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$6 + 5 = \underline{\quad}$

$7 + 5 = \underline{\quad}$

$5 + 6 = \underline{\quad}$

$6 + 6 = \underline{\quad}$

$7 + 6 = \underline{\quad}$

$$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$10 - 7 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

$11 - 7 = \underline{\quad}$

$11 - 8 = \underline{\quad}$

$11 - 9 = \underline{\quad}$

$12 - 7 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

$12 - 9 = \underline{\quad}$

$13 - 7 = \underline{\quad}$

$13 - 8 = \underline{\quad}$

$13 - 9 = \underline{\quad}$

$$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -1 \\ \hline \end{array}$$

Write the number sentence.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$\underline{2+3+5=10}$$

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Color three to show a sum of ten.

Find four ways.

Complete the number sentences.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$\underline{\quad + \quad + \quad = 10}$$

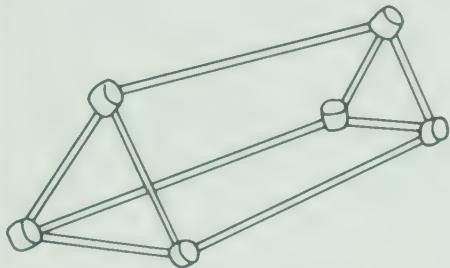
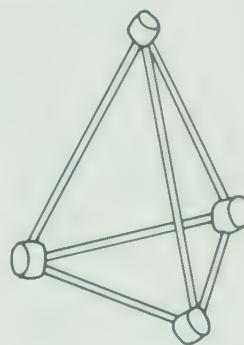
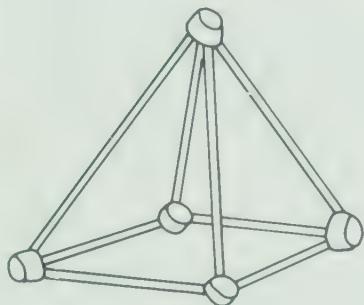
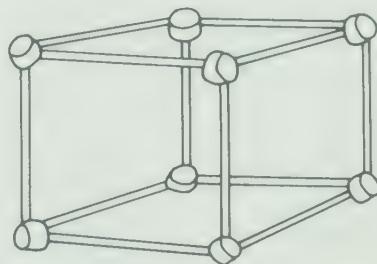
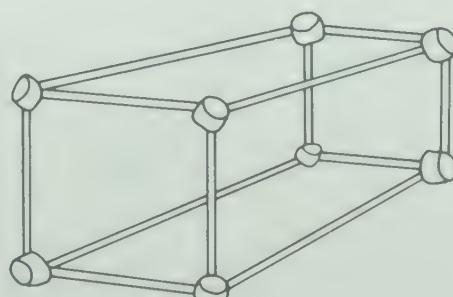
$$\underline{\quad + \quad + \quad = 10}$$

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

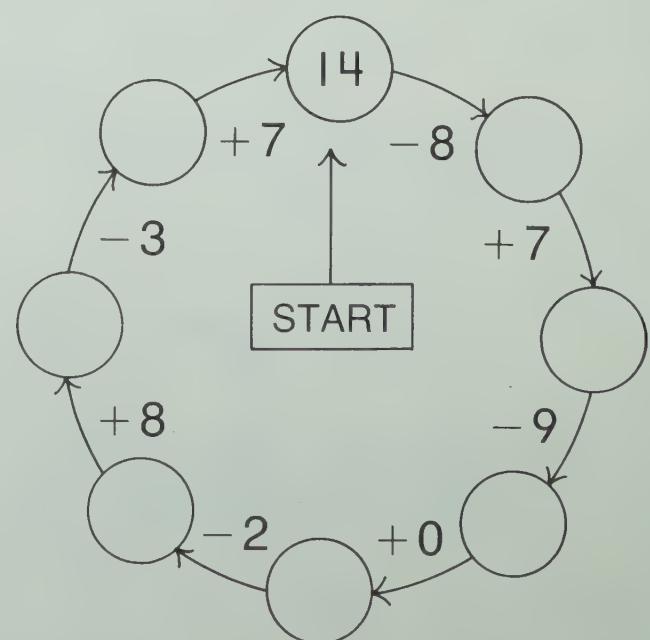
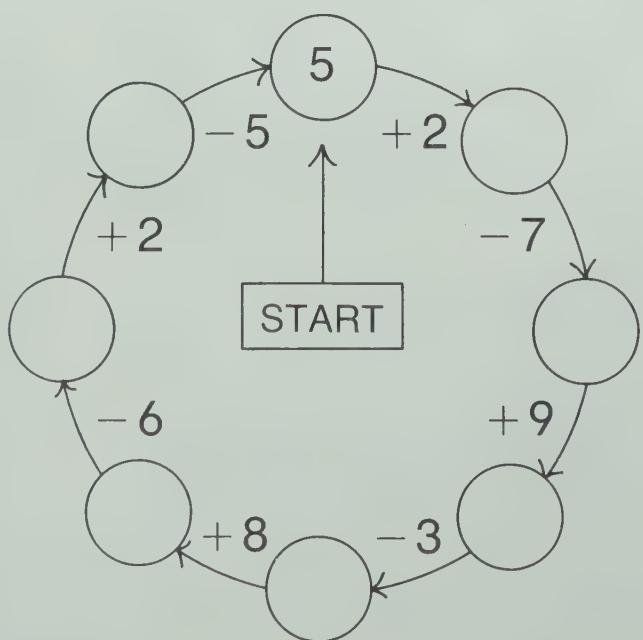
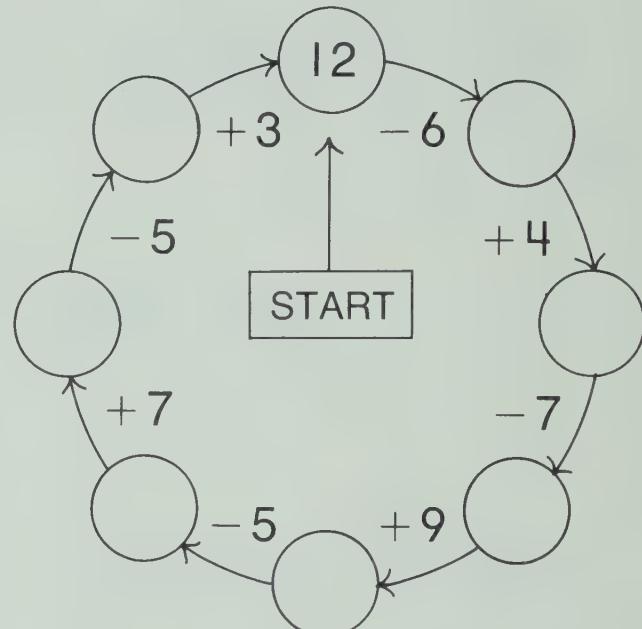
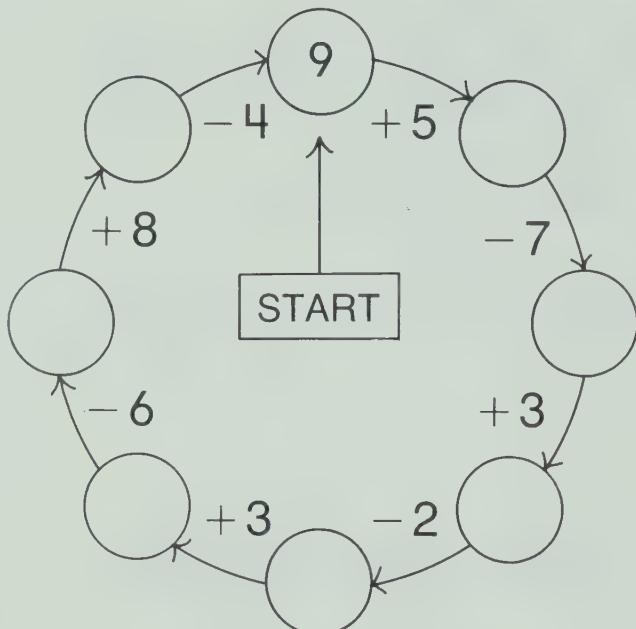
1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

$$\underline{\quad + \quad + \quad = 10}$$

$$\underline{\quad + \quad + \quad = 10}$$

How many 's?How many 's?\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's\_\_\_\_ 's

Follow the path.



Complete.

Number of children in the family means 1 child.		How many?
Marc		2
Chris		4
Tom		3
Ann		5
Jim		3

Where we eat lunch on school days means 2 children.		How many?
At school		_____
At home		_____
At a friend's		_____
Other		_____

Write the number sentence for each problem.

Show the answer.

I see 9 tall clowns.  
I see 7 short clowns.  
How many clowns in all?



I see 9 tall clowns.  
I see 7 short clowns.  
How many more clowns are tall?



\_\_\_\_\_ clowns

I see 14 ponies.  
8 ponies go away.  
How many ponies are left?



I see 6 lions.  
I see 15 tigers.  
How many more tigers?



\_\_\_\_\_ ponies

I have 6 tickets.  
I get 5 more tickets.  
How many tickets in all?



\_\_\_\_\_ tickets



I see 12 balloons.  
3 balloons pop.  
How many balloons are left?



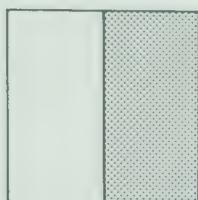
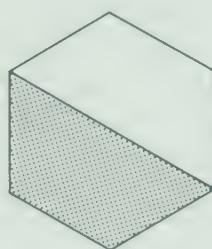
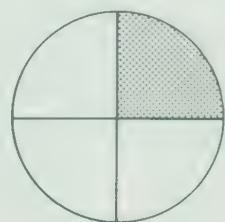
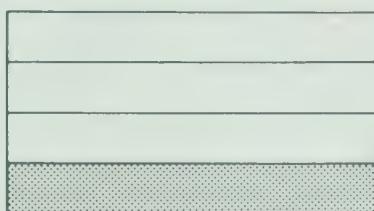
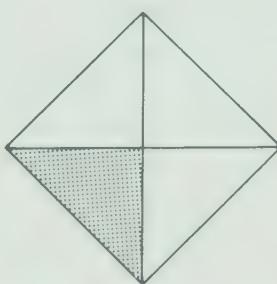
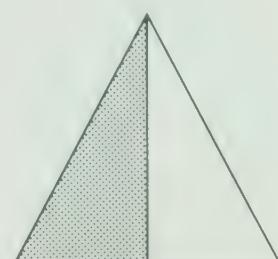
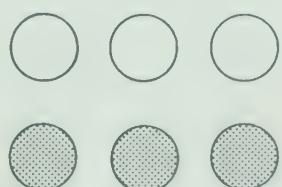
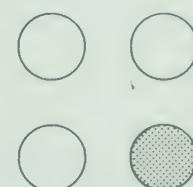
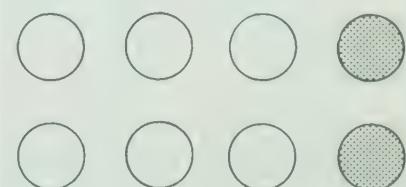
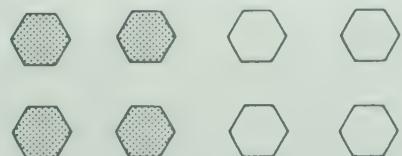
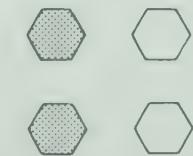
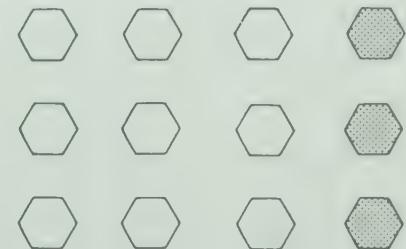
7 balloons are red.  
2 balloons are green.  
How many more balloons are red?



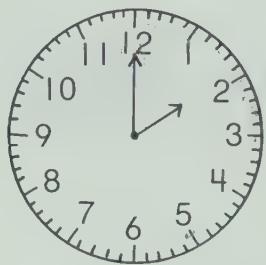
\_\_\_\_\_ balloons

\_\_\_\_\_ balloons

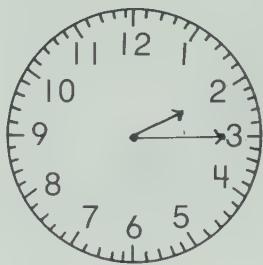
What part is shaded? Ring the numeral.

 $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$  $\frac{1}{2}$  $\frac{1}{4}$

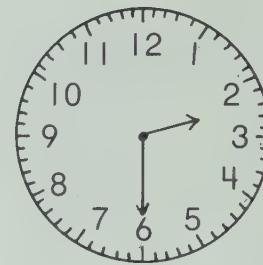
Write the time shown.



2:00



2:15



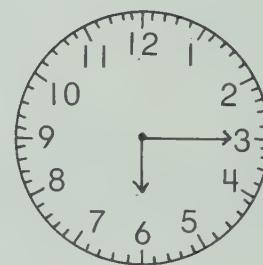
2:30



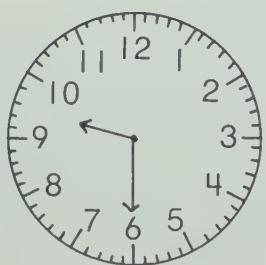
2:45



3:00



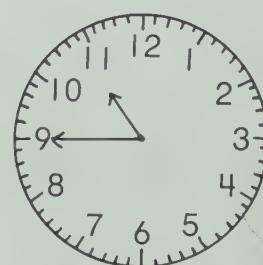
3:15



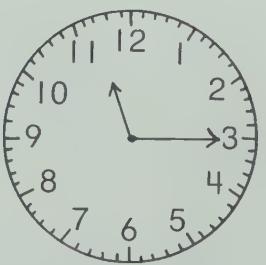
3:30



3:45



4:00



4:15



5:00



5:30

Show the number that is 1 greater.

Show the number that is 10 greater.

10 greater → 1 greater

17	18
27	

46	

23	

51	

88	

35	

74	

62	

Add.

$$\begin{array}{r}
 23 \\
 +31 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 43 \\
 +25 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 16 \\
 +20 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 32 \\
 +7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 25 \\
 +24 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 34 \\
 +14 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 20 \\
 +69 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 31 \\
 +38 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 30 \\
 +40 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 42 \\
 +35 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 15 \\
 +70 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 34 \\
 +21 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 16 \\
 +13 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8 \\
 +50 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 72 \\
 +21 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 59 \\
 +30 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 67 \\
 +21 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 41 \\
 +53 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 23 \\
 +45 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 45 \\
 +23 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 32 \\
 +54 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 54 \\
 +32 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 25 \\
 +43 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 43 \\
 +25 \\
 \hline
 \end{array}$$

Show + and =.

3	-	+	4	---	7	8	5	13	9	3	9	12	0
5		4		6	10	3		3	6	11	8	8	16
2		3		5	9	5	14		1	6	3	9	14
8		8		9	17	7	4	11	16	6	9	15	
6		5		11	0	8	8	5	5	10	18	3	
4		4		1	5	7	12	2	9	11	6	10	
1		1		1	3	12	2	2	2	6	0	15	

Show - and =.

8		9	---	3	---	6	8	5	3	10	14	7	7
3		3		0		15	8	7	0	0	18	9	9
12		3		9		4	16	9	7	10	2	8	3
9		8		4		4	13	8	5	6	0	6	0
15		6		3		2	1	14	9	5	11	7	4
10		3		7		12	8	4	14	7	5	2	1
4		5		4		1	17	9	8	12	6	6	1

Show the number that is 1 less.  
Show the number that is 10 less.

13
22
23

10 less

45

39

57

1 less ←

94

78

62

81

Subtract.

$$\begin{array}{r} 54 \\ - 31 \\ \hline \end{array} \quad \begin{array}{r} 68 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ - 20 \\ \hline \end{array} \quad \begin{array}{r} 39 \\ - 7 \\ \hline \end{array} \quad \begin{array}{r} 49 \\ - 24 \\ \hline \end{array} \quad \begin{array}{r} 48 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 31 \\ \hline \end{array} \quad \begin{array}{r} 79 \\ - 65 \\ \hline \end{array} \quad \begin{array}{r} 42 \\ - 32 \\ \hline \end{array} \quad \begin{array}{r} 65 \\ - 42 \\ \hline \end{array} \quad \begin{array}{r} 43 \\ - 43 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ - 56 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 65 \\ \hline \end{array} \quad \begin{array}{r} 58 \\ - 47 \\ \hline \end{array} \quad \begin{array}{r} 27 \\ - 15 \\ \hline \end{array} \quad \begin{array}{r} 98 \\ - 32 \\ \hline \end{array} \quad \begin{array}{r} 60 \\ - 30 \\ \hline \end{array} \quad \begin{array}{r} 59 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - 43 \\ \hline \end{array} \quad \begin{array}{r} 86 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 98 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} 79 \\ - 20 \\ \hline \end{array} \quad \begin{array}{r} 56 \\ - 51 \\ \hline \end{array} \quad \begin{array}{r} 87 \\ - 34 \\ \hline \end{array}$$

Complete.

Jim had 66 stamps.  
He lost 12 stamps.  
How many are left?

\_\_\_\_\_ stamps


Pat has 52¢.  
She gets 35¢.  
How much in all?

\_\_\_\_\_ ¢

¢
¢

Ann has 41 stamps.  
She gets 28 stamps.  
How many in all?

\_\_\_\_\_ stamps


I have 79¢.  
I spend 43¢.  
How much is left?

\_\_\_\_\_ ¢

¢
¢

Mike has 85 stamps.  
Pat has 52 stamps.  
How many more has Mike?

\_\_\_\_\_ stamps


I have 40¢.  
I lose 10¢.  
How much is left?

\_\_\_\_\_ ¢

¢
¢

Jim has 44 stamps.  
Ann has 69 stamps.  
How many fewer has Jim?

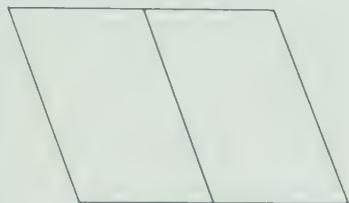
\_\_\_\_\_ stamps


I spend 36¢.  
I spend 32¢.  
How much in all?

\_\_\_\_\_ ¢

¢
¢

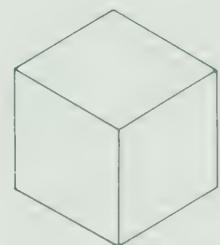
Color.



$$\frac{1}{2}$$



$$\frac{3}{4}$$



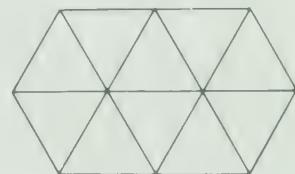
$$\frac{2}{3}$$



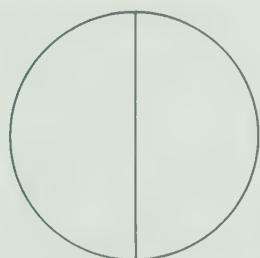
$$\frac{3}{10}$$



$$\frac{2}{4}$$



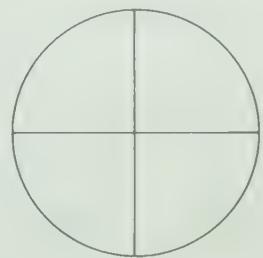
$$\frac{7}{10}$$



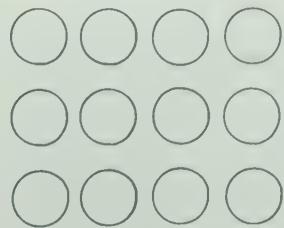
$$\frac{1}{2}$$



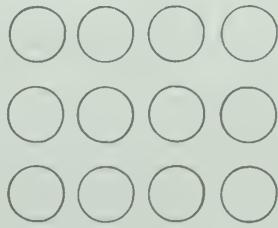
$$\frac{1}{3}$$



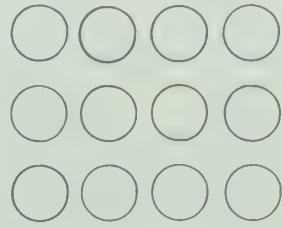
$$\frac{1}{4}$$



$$\frac{1}{2}$$

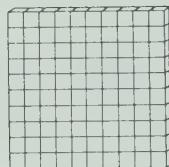


$$\frac{1}{3}$$



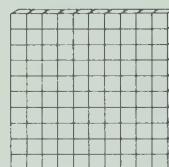
$$\frac{1}{4}$$

Complete.



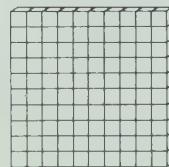
hundreds	tens	ones

\_\_\_\_\_



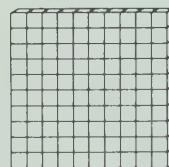
hundreds	tens	ones

\_\_\_\_\_



hundreds	tens	ones

\_\_\_\_\_



hundreds	tens	ones

\_\_\_\_\_

Count by ones.

147      148

149      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

163      164

165      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Count by fives.

125      130

135      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

155      160

165      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Count by tens.

120      130

140      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

127      137

147      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Count by hundreds.

100      200

300      \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Add or subtract.

 $+$  →

5	2	
4	2	

 $+$  →

6	3	
1	5	

 $+$  →

2	6	
3	3	

 $-$  →

11	3	
5	1	

 $-$  →

16	9	
8	2	

 $-$  →

17	9	
8	6	

Print + or -.

$5 \bigcirc 3 = 8$

$4 \bigcirc 4 = 0$

$7 \bigcirc 6 = 13$

$4 \bigcirc 6 = 10$

$7 \bigcirc 7 = 14$

$9 \bigcirc 9 = 18$

$6 \bigcirc 4 = 10$

$16 \bigcirc 9 = 7$

$11 \bigcirc 9 = 2$

$8 \bigcirc 5 = 13$

$8 \bigcirc 5 = 3$

$12 \bigcirc 7 = 5$

$10 \bigcirc 7 = 3$

$8 \bigcirc 3 = 11$

$8 \bigcirc 7 = 15$

$6 \bigcirc 1 = 5$

$4 \bigcirc 4 = 8$

$17 \bigcirc 8 = 9$

$9 \bigcirc 3 = 12$

$13 \bigcirc 5 = 8$

$3 \bigcirc 0 = 3$

Add or subtract.

$$\begin{array}{r} 6 \quad \quad 60 \\ +3 \quad +30 \\ \hline \end{array} \quad \begin{array}{r} 3 \quad \quad 30 \\ +4 \quad +40 \\ \hline \end{array} \quad \begin{array}{r} 2 \quad \quad 20 \\ +6 \quad +60 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad \quad 90 \\ -3 \quad -30 \\ \hline \end{array} \quad \begin{array}{r} 7 \quad \quad 70 \\ -4 \quad -40 \\ \hline \end{array} \quad \begin{array}{r} 8 \quad \quad 80 \\ -6 \quad -60 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \quad \quad 13 \\ +13 \quad +25 \\ \hline \end{array} \quad \begin{array}{r} 40 \quad \quad 46 \\ +46 \quad +40 \\ \hline \end{array} \quad \begin{array}{r} 53 \quad \quad 23 \\ +23 \quad +53 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \quad \quad 49 \\ -17 \quad -32 \\ \hline \end{array} \quad \begin{array}{r} 69 \quad \quad 69 \\ -58 \quad -11 \\ \hline \end{array} \quad \begin{array}{r} 82 \quad \quad 82 \\ -22 \quad -60 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \quad \quad 53 \\ -31 \quad +31 \\ \hline \end{array} \quad \begin{array}{r} 96 \quad \quad 42 \\ -54 \quad +54 \\ \hline \end{array} \quad \begin{array}{r} 13 \quad \quad 44 \\ +31 \quad -31 \\ \hline \end{array}$$

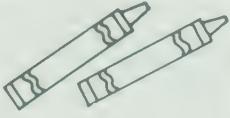
Follow the pattern. Complete.

$$\begin{array}{r} 98 \quad \quad 97 \quad \quad 96 \quad \quad 95 \\ -46 \quad -45 \quad -44 \quad -43 \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline \quad & \quad \\ \hline \quad & \quad \\ \hline \end{array} \quad \begin{array}{|c|c|} \hline \quad & \quad \\ \hline \quad & \quad \\ \hline \end{array}$$

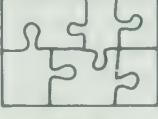
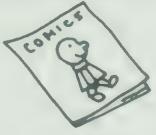
Play the game with a partner.  
Pretend you have 18¢ to spend.

Use a  or  and a marker.

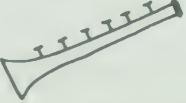
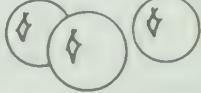
## SIDEWALK SALE

 2¢	 3¢	 5¢	 4¢
---	---	--	---



 2¢	 4¢	 6¢	 4¢
--	--	---	--

SOLD OUT!

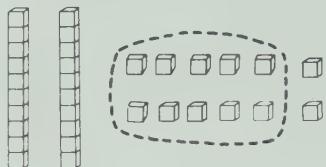
 3¢	 2¢	 3¢	 2¢
---	---	---	---

SOLD OUT!

 2¢	 2¢	 1¢	 4¢
---	---	---	---

Who has less money left,  
you or your partner?

Ring 10 ones. Complete.



2 tens 12 ones

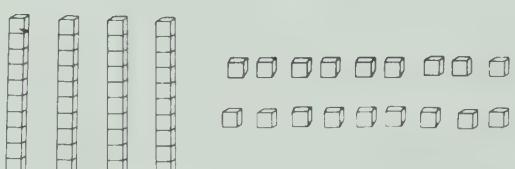
tens	ones
3	2

32



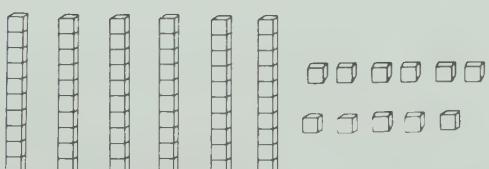
3 tens 15 ones

tens	ones



4 tens 18 ones

tens	ones



6 tens 11 ones

tens	ones

Complete.

5 tens 14 ones

\_\_\_\_ tens \_\_\_\_ ones

1 ten 17 ones

\_\_\_\_ tens \_\_\_\_ ones

7 tens 13 ones

\_\_\_\_ tens \_\_\_\_ ones

2 tens 10 ones

\_\_\_\_ tens \_\_\_\_ ones

5 tens 16 ones

\_\_\_\_ tens \_\_\_\_ ones

8 tens 15 ones

\_\_\_\_ tens \_\_\_\_ ones

Complete.

+	8	6	9	7	5
4	12				

+	3	9	6	8	5
5					

+	8	4	7	6	9
6					

+	2	4	8	7	9
3					

Complete.

tens	ones
2	5
+ 1	5
4	0

tens	ones
3	3
+ 1	7
4	0

tens	ones
3	9
+ 2	1
4	0

tens	ones
5	6
+ 1	4
4	0

tens	ones
1	7
+ 1	5
2	6

tens	ones
1	3
+ 2	9
2	6

tens	ones
3	8
+ 3	4
2	6

tens	ones
2	6
+ 2	6
4	6

tens	ones
4	7
+ 2	6
6	3

tens	ones
1	9
+ 5	5
6	0

tens	ones
3	8
+ 4	7
7	5

tens	ones
3	8
+ 5	8
8	6

tens	ones
2	9
+ 6	9
8	5

tens	ones
1	6
+ 7	9
8	5

tens	ones
2	5
+ 3	6
5	1

tens	ones
4	9
+ 4	4
8	8

tens	ones
3	2
+ 1	8
4	0

tens	ones
1	4
+ 1	7
2	1

tens	ones
2	9
+ 5	3
7	8

tens	ones
4	8
+ 2	5
6	3

Complete.

$$\begin{array}{r}
 9 \\
 + 6 \\
 \hline
 15
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{1} \boxed{5} \\
 + 7 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 8 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 9 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 1 0 \\
 \hline
 4 \ 9
 \end{array}$$

$$\begin{array}{r}
 14 \\
 + 15 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 16 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 17 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 18 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 19 \\
 \hline
 9 \ 9
 \end{array}$$

$$\begin{array}{r}
 3 \\
 + 15 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 16 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 17 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 18 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{1}} \boxed{\phantom{1}} \\
 + 19 \\
 \hline
 8 \ 8
 \end{array}$$

Add.

$$\begin{array}{r}
 37 \\
 + 3 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 29 \\
 + 1 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 46 \\
 + 4 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 52 \\
 + 8 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 85 \\
 + 5 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 26 \\
 + 9 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 49 \\
 + 7 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 38 \\
 + 8 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 64 \\
 + 9 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 77 \\
 + 7 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 14 \\
 + 37 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 25 \\
 + 56 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 63 \\
 + 29 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 39 \\
 + 39 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 46 \\
 + 46 \\
 \hline
 \end{array}$$

Color three cards for the sum.  
Complete the number sequence.

Show another way.



$$\underline{1} + \underline{3} + \underline{3} = 7$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 7$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 9$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 9$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 12$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 12$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 14$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 14$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 15$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 15$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 18$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = 18$$

Solve each problem.  
Show your work.

58 blocks are red.  
26 blocks are blue.  
How many blocks  
are there in all?

\_\_\_\_\_ blocks

58 blocks are red.  
26 blocks are blue.  
How many more blocks  
are red?

\_\_\_\_\_ blocks

I have 39 books.  
You have 24 books.  
How many more books  
have I?

\_\_\_\_\_ books

I have 39 books.  
You have 24 books.  
How many books  
do we have together?

\_\_\_\_\_ books

I bake 48 cookies.  
I sell 35 cookies.  
How many cookies  
are left?

\_\_\_\_\_ cookies

I have 13 cookies.  
I bake 58 cookies.  
How many cookies  
do I have now?

\_\_\_\_\_ cookies

Estimate the length of each snake in centimetres.

Then measure to check.



Estimate \_\_\_\_\_ cm

Measurement \_\_\_\_\_ cm



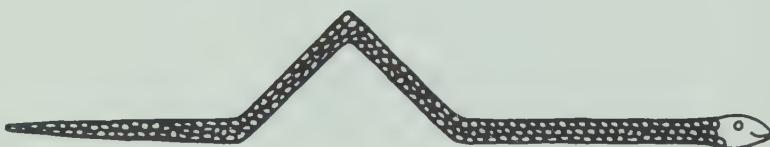
Estimate \_\_\_\_\_ cm

Measurement \_\_\_\_\_ cm



Estimate \_\_\_\_\_ cm

Measurement \_\_\_\_\_ cm



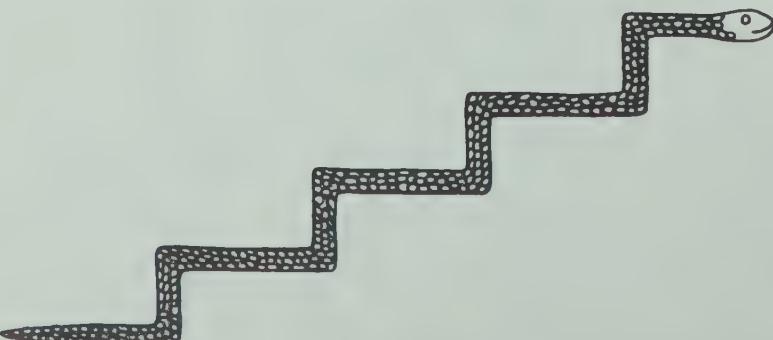
Estimate \_\_\_\_\_ cm

Measurement \_\_\_\_\_ cm



Estimate \_\_\_\_\_ cm

Measurement \_\_\_\_\_ cm

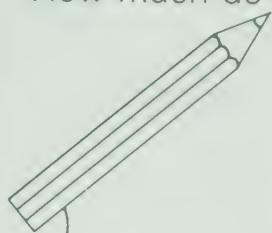


Estimate \_\_\_\_\_ cm

Measurement \_\_\_\_\_ cm

Choose two each time.

How much do you pay?



A 26¢



B 49¢



C 17¢



D 35¢



E 48¢

D

35¢

+ ¢

¢

¢

+ ¢

¢

¢

¢

¢

¢

¢

¢

+ ¢

+ ¢

+ ¢

¢

¢

¢

Find the mistakes. Correct them.

C 17¢

C + 17¢

24¢

E 48¢

C + 17¢

51¢

E 48¢

D + 35¢

13¢

B 49¢

C + 17¢

65¢

D 35¢

B + 49¢

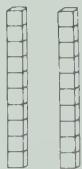
97¢

C 17¢

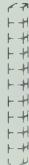
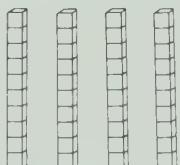
A + 49¢

66¢

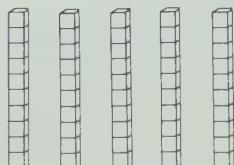
Regroup one ten to show more ones.

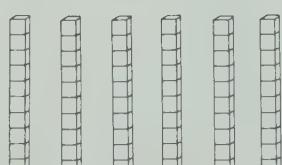
23

2 tens 3 ones  1 tens 13 ones   
   tens   ones

44

  tens   ones   
   
   tens   ones

56

  tens   ones   
   
   
   tens   ones

68

  tens   ones

Complete.

-	6	9	7	8	5
14	8				

-	9	7	8	6
15				

-	3	7	1	6	4	2	5	9	8
10									

-	9
18	

-	8	4	9	3	7	6
13						

-	7	8	9
16			

-	9	8
17		

-	9	3	8	4	7	5	6
12							

-	9	8	7	6	5	4	3	2
11								

Complete.

tens	ones	tens	ones	tens	ones	tens	ones
3	0						
4	0	4	0	5	0	5	0
-1	5	-1	7	-2	1	-2	4
	2 5						

tens	ones	tens	ones	tens	ones	tens	ones
6	2	8	2	3	2	9	2
-4	7	-3	5	-1	9	-4	6

tens	ones	tens	ones	tens	ones	tens	ones
6	1	8	3	7	5	3	8
-3	9	-2	8	-4	7	-1	9

tens	ones	tens	ones	tens	ones	tens	ones
4	6	7	4	5	4	9	1
-2	8	-3	6	-2	5	-8	3

tens	ones	tens	ones	tens	ones	tens	ones
6	2	7	1	5	3	8	7
-2	4	-1	6	-3	7	-5	8

Estimate how many kilograms for each mass.

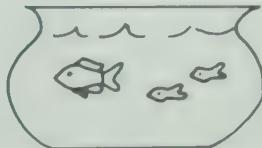
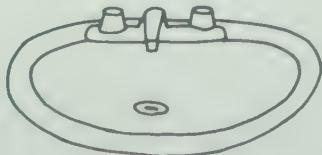
Measure to check.



Estimate	Measurement
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg
about ____ kg	about ____ kg

Estimate how many litres will fill each.

Measure to check.



Estimate	Measurement
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L
about ____ L	about ____ L

Complete.

$$\begin{array}{r}
 370 \\
 \hline
 40 \\
 - 5 \\
 \hline
 35
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{3} \boxed{5} \\
 - 6 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{7} \\
 - 7 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{8} \\
 - 8 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{9} \\
 - 9 \\
 \hline
 5
 \end{array}$$

$$\begin{array}{r}
 92 \\
 - 19 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{8} \\
 - 18 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{7} \\
 - 17 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{6} \\
 - 16 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{5} \\
 - 15 \\
 \hline
 7
 \end{array}$$

$$\begin{array}{r}
 93 \\
 - 14 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{5} \\
 - 15 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{6} \\
 - 16 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{7} \\
 - 17 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 \boxed{\phantom{0}} \boxed{8} \\
 - 18 \\
 \hline
 13
 \end{array}$$

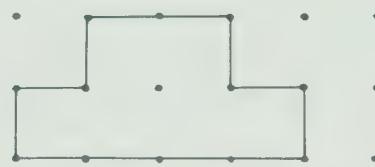
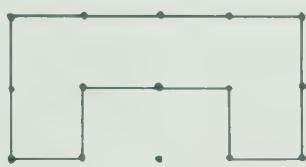
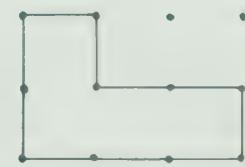
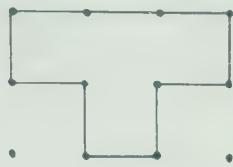
Subtract.

$$\begin{array}{r}
 43 \\
 - 38 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 60 \\
 - 25 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 74 \\
 - 56 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 82 \\
 - 35 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 91 \\
 - 23 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 52 \\
 - 17 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 37 \\
 - 9 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 41 \\
 - 15 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 33 \\
 - 29 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 80 \\
 - 47 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 55 \\
 - 29 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 96 \\
 - 58 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 68 \\
 - 19 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 85 \\
 - 28 \\
 \hline
 \end{array}
 \quad
 \begin{array}{r}
 74 \\
 - 35 \\
 \hline
 \end{array}$$

How many square units are inside each shape?



Draw different shapes having 5 square units inside.



Solve each problem.

Show your work.

I bake 46 cookies.  
You bake 34 cookies.  
How many cookies  
do we bake in all?

\_\_\_\_\_ cookies

We bake 80 cookies.  
We sell 68 cookies.  
How many cookies  
are left?

\_\_\_\_\_ cookies

You wash 53 dishes.  
I wash 28 dishes.  
How many more dishes  
do you wash?

\_\_\_\_\_ dishes

You earn 55¢.  
I earn 25¢.  
How much do we earn  
together?

\_\_\_\_\_ ¢

I have 78¢.  
I spend 49¢.  
How much  
do I have now?

\_\_\_\_\_ ¢

You have 85¢  
You spend 27¢.  
How much  
do you have now?

\_\_\_\_\_ ¢

I buy 60 marbles.  
You buy 34 marbles.  
How many more marbles  
do I buy?

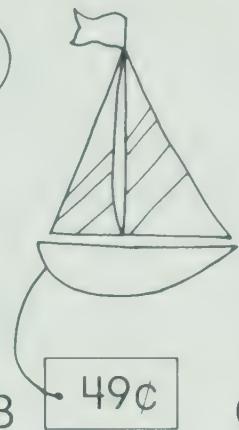
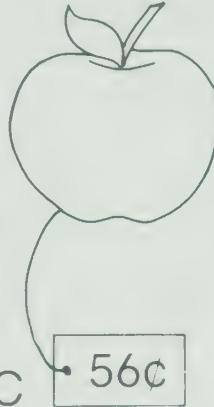
\_\_\_\_\_ marbles

You have 34 marbles.  
You win 29 marbles.  
How many marbles  
do you have now?

\_\_\_\_\_ marbles

Buy one each time.

How much money do you have left?

A 35¢B 49¢C 56¢D 68¢E 47¢

I have 72 ¢.

I buy C for 56 ¢.I have    ¢ left.

I have 93 ¢.

I buy    for    ¢.I have    ¢ left.

I have 81 ¢.

I buy    for    ¢.I have    ¢ left.

I have 90 ¢.

I buy    for    ¢.I have    ¢ left.

Find the mistakes. Correct them.

I have 60¢.

I buy B for 49¢.

I have 21¢ left.

I have 91¢.

I buy D for 68¢.

I have 37¢ left.

I have 85¢.

I buy E for 56¢.

I have 29¢ left.

I have 52¢.

I buy A for 35¢.

I have 87¢ left.

Subtract. Then add to check.

$$\begin{array}{r} 44 \\ - 13 \\ \hline \end{array} \quad \begin{array}{r} + \\ \diagup \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 24 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 37 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 32 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 60 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 54 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 43 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 92 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

Solve each problem. Show your work.

75 children are in grade 1.  
32 are boys.  
How many girls  
are in grade 1?

\_\_\_\_\_ girls

Write a problem about  
the children in your class.  
Then solve the problem.

45 boys are in grade 2.  
41 girls are in grade 2.  
How many children  
are in grade 2?

\_\_\_\_\_ children

Subtract. Then add to check.

$$\begin{array}{r} 63 \\ - 27 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 19 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ - 46 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ - 39 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ - 56 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 25 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 28 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ - 34 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 65 \\ \hline \end{array} \quad \begin{array}{r} + \\ \hline \end{array}$$

Solve each problem. Show your work.

Write a problem about  
some marbles in a bag.  
Then solve the problem.

63 marbles are in the bag.  
I take 29 marbles.  
How many are left?

\_\_\_\_\_ marbles

I have 39 marbles.  
You have 36 marbles.  
How many marbles  
do we have in all?

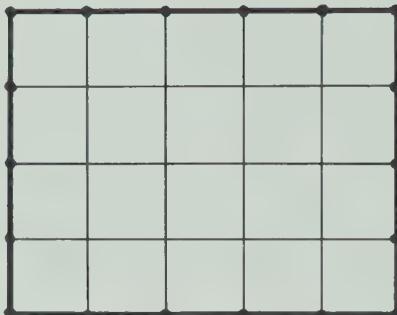
\_\_\_\_\_ marbles

→ shows one centimetre.

Find the distance around each shape.



\_\_\_\_\_ cm



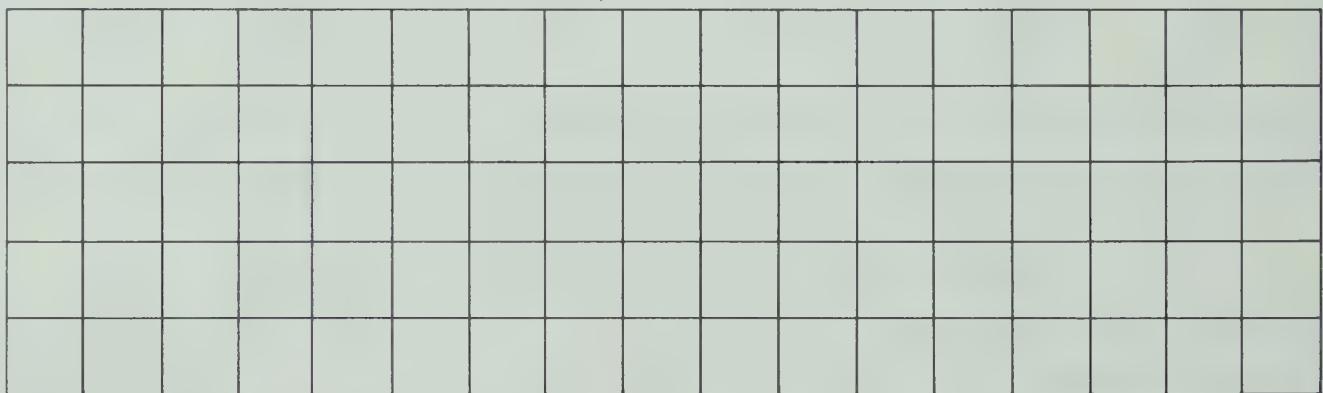
\_\_\_\_\_ cm



\_\_\_\_\_ cm

Follow lines. Draw three shapes.

Find the distance around each shape.

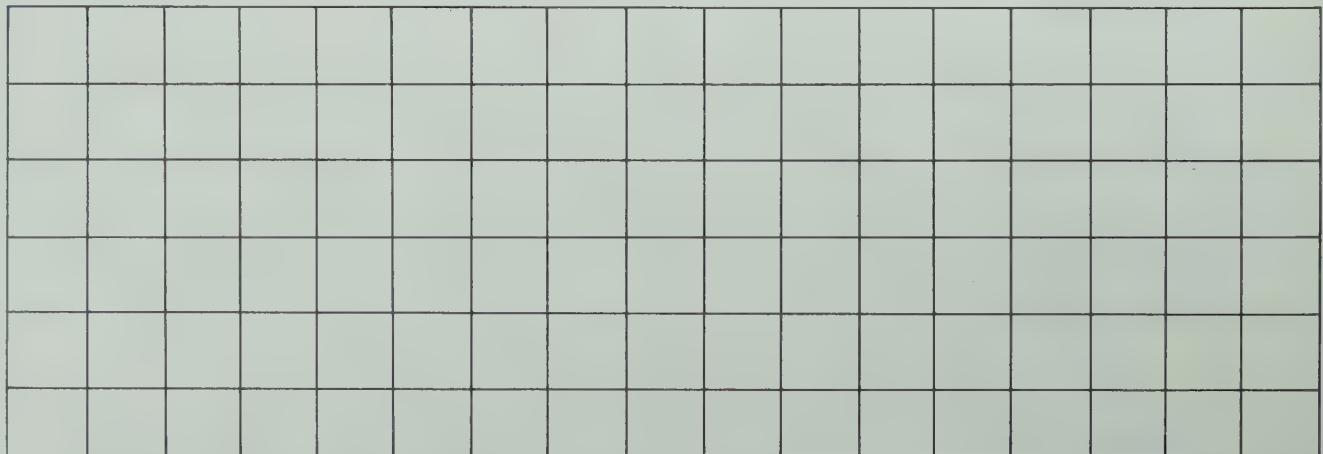


\_\_\_\_\_ cm

\_\_\_\_\_ cm

\_\_\_\_\_ cm

Draw two different shapes that are 16 cm around.



Write the time shown.



Ring the numerals that have  
6 in the ones' place.

426      136      468      896      607      576

2 in the tens' place.

426      238      729      112      320      629

4 in the hundreds' place.

426      400      234      421      403      947

Show the numbers.

Before
117
300
460
710

Between
183      185
369      371
599      601
976      978

After
240
499
503
879

Complete.

98      99      \_\_\_\_\_      103      \_\_\_\_\_      105

398      399      \_\_\_\_\_      403      \_\_\_\_\_      \_\_\_\_\_

436      437      \_\_\_\_\_      441      \_\_\_\_\_      \_\_\_\_\_

644      645      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

797      798      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

992      993      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Complete the number puzzle.

		A	B	C	D	E	F	
G	H		I	J	K	L	M	N
	O	P		Q	R	S	T	

Across.

$$\begin{array}{r} A \ 9 \ 9 \\ - 5 \ 2 \\ \hline \end{array} \quad \begin{array}{r} C \ 3 \ 7 \\ + 5 \ 5 \\ \hline \end{array} \quad \begin{array}{r} E \ 3 \ 6 \\ + 3 \ 5 \\ \hline \end{array} \quad \begin{array}{r} G \ 8 \ 2 \\ - 1 \ 9 \\ \hline \end{array} \quad \begin{array}{r} I \ 5 \ 6 \\ - 1 \ 7 \\ \hline \end{array}$$

$$\begin{array}{r} K \ 2 \ 6 \\ + 5 \ 9 \\ \hline \end{array} \quad \begin{array}{r} M \ 6 \ 8 \\ - 3 \ 1 \\ \hline \end{array} \quad \begin{array}{r} O \ 1 \ 5 \\ + 3 \ 0 \\ \hline \end{array} \quad \begin{array}{r} Q \ 2 \ 8 \\ + 3 \ 9 \\ \hline \end{array} \quad \begin{array}{r} S \ 8 \ 0 \\ - 4 \ 5 \\ \hline \end{array}$$

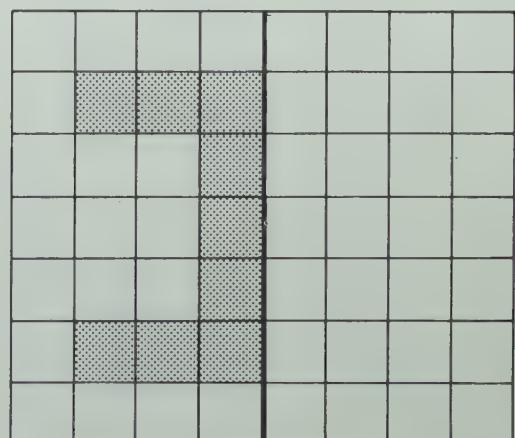
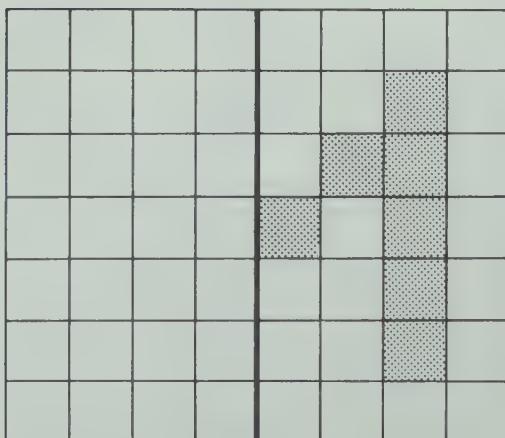
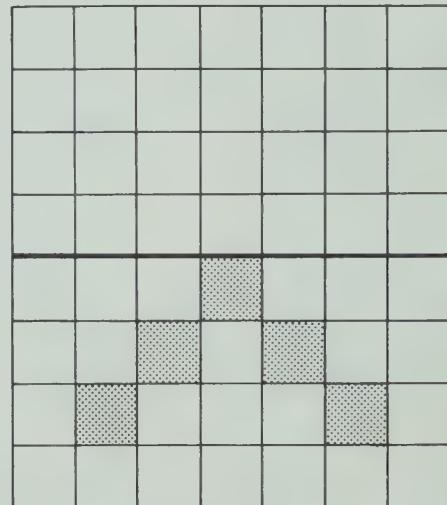
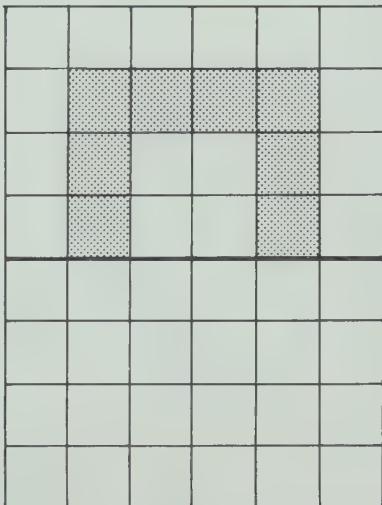
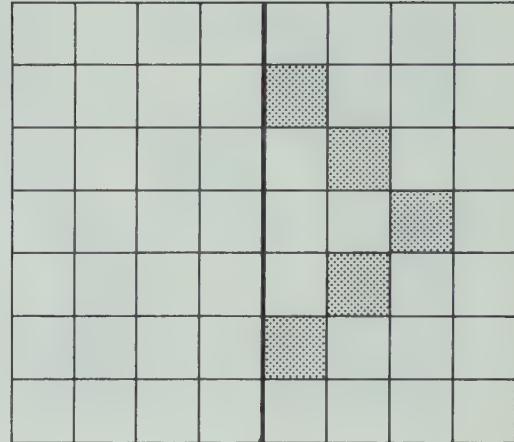
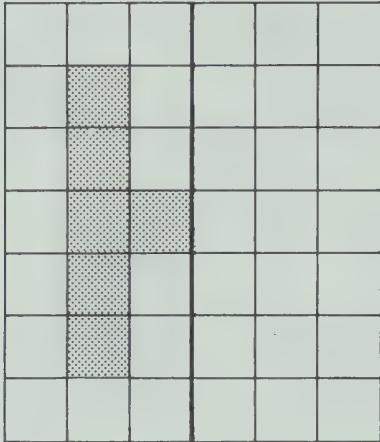
Down.

$$\begin{array}{r} B \ 1 \ 6 \\ + 5 \ 7 \\ \hline \end{array} \quad \begin{array}{r} D \ 8 \ 0 \\ - 5 \ 2 \\ \hline \end{array} \quad \begin{array}{r} F \ 5 \ 1 \\ - 3 \ 8 \\ \hline \end{array} \quad \begin{array}{r} H \ 8 \ 2 \\ - 4 \ 8 \\ \hline \end{array} \quad \begin{array}{r} J \ 3 \ 8 \\ + 5 \ 8 \\ \hline \end{array}$$

$$\begin{array}{r} L \ 5 \\ + 4 \ 8 \\ \hline \end{array} \quad \begin{array}{r} N \ 2 \ 9 \\ + 4 \ 1 \\ \hline \end{array} \quad \begin{array}{r} P \ 6 \ 7 \\ - 9 \\ \hline \end{array} \quad \begin{array}{r} R \ 6 \ 6 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} T \ 7 \ 1 \\ - 1 \ 9 \\ \hline \end{array}$$

Color to show the other half of each shape.

Use a mirror to check.



Complete.

$$\begin{array}{r}
 6 \ 3 \\
 + \boxed{\phantom{0}} \ 4 \\
 \hline
 8 \ 7
 \end{array}$$

$$\begin{array}{r}
 1 \ 2 \\
 + 3 \ \boxed{\phantom{0}} \\
 \hline
 4 \ 6
 \end{array}$$

$$\begin{array}{r}
 2 \ 3 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 9 \ 6
 \end{array}$$

$$\begin{array}{r}
 5 \ 7 \\
 - 3 \ \boxed{\phantom{0}} \\
 \hline
 2 \ 0
 \end{array}$$

$$\begin{array}{r}
 4 \ 3 \\
 - \boxed{\phantom{0}} \ 2 \\
 \hline
 1 \ 1
 \end{array}$$

$$\begin{array}{r}
 9 \ 3 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 7 \ 0
 \end{array}$$

$$\begin{array}{r}
 1 \ 3 \\
 + \boxed{\phantom{0}} \ 2 \\
 \hline
 7 \ 5
 \end{array}$$

$$\begin{array}{r}
 2 \ 4 \\
 + 2 \ \boxed{\phantom{0}} \\
 \hline
 4 \ 4
 \end{array}$$

$$\begin{array}{r}
 4 \ 5 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 8 \ 9
 \end{array}$$

$$\begin{array}{r}
 5 \ 2 \\
 - \boxed{\phantom{0}} \ 2 \\
 \hline
 3 \ 0
 \end{array}$$

$$\begin{array}{r}
 6 \ 7 \\
 - \boxed{\phantom{0}} \\
 \hline
 6 \ 3
 \end{array}$$

$$\begin{array}{r}
 8 \ 6 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 2 \ 1
 \end{array}$$

$$\begin{array}{r}
 5 \ 0 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 8 \ 6
 \end{array}$$

$$\begin{array}{r}
 4 \ 2 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 9 \ 7
 \end{array}$$

$$\begin{array}{r}
 1 \ 3 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 8 \ 3
 \end{array}$$

$$\begin{array}{r}
 7 \ 8 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 5 \ 3
 \end{array}$$

$$\begin{array}{r}
 4 \ 9 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 3 \ 4
 \end{array}$$

$$\begin{array}{r}
 9 \ 6 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 3 \ 4
 \end{array}$$

Solve. Show your work.

I have 47¢.

¢
_____
¢

I spend 15¢.

How much is left?

\_\_\_\_\_¢

Write a problem  
to match the exercise.

$$\begin{array}{r}
 57\text{¢} \\
 - 37\text{¢} \\
 \hline
 20\text{¢}
 \end{array}$$

I have 33¢.

I earn 45¢.

How much do I have now?

\_\_\_\_\_¢

¢
_____
¢

Complete.

$$\begin{array}{r}
 2 \ 3 \\
 + 4 \ \boxed{\phantom{0}} \\
 \hline
 7 \ 1
 \end{array}$$

$$\begin{array}{r}
 5 \ 6 \\
 + \boxed{\phantom{0}} \ 4 \\
 \hline
 8 \ 0
 \end{array}$$

$$\begin{array}{r}
 1 \ 9 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 5 \ 6
 \end{array}$$

$$\begin{array}{r}
 4 \ 2 \\
 - \boxed{\phantom{0}} \\
 \hline
 3 \ 3
 \end{array}$$

$$\begin{array}{r}
 5 \ 4 \\
 - \boxed{\phantom{0}} \ 6 \\
 \hline
 1 \ 8
 \end{array}$$

$$\begin{array}{r}
 7 \ 1 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 3 \ 5
 \end{array}$$

$$\begin{array}{r}
 3 \ 5 \\
 + \boxed{\phantom{0}} \ 5 \\
 \hline
 7 \ 0
 \end{array}$$

$$\begin{array}{r}
 2 \ 6 \\
 + 1 \ \boxed{\phantom{0}} \\
 \hline
 4 \ 2
 \end{array}$$

$$\begin{array}{r}
 3 \ 7 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 8 \ 4
 \end{array}$$

$$\begin{array}{r}
 8 \ 0 \\
 - 3 \ \boxed{\phantom{0}} \\
 \hline
 4 \ 7
 \end{array}$$

$$\begin{array}{r}
 9 \ 2 \\
 - \boxed{\phantom{0}} \ 8 \\
 \hline
 5 \ 4
 \end{array}$$

$$\begin{array}{r}
 6 \ 4 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 2 \ 9
 \end{array}$$

$$\begin{array}{r}
 1 \ 7 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 6 \ 5
 \end{array}$$

$$\begin{array}{r}
 6 \ 9 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 9 \ 8
 \end{array}$$

$$\begin{array}{r}
 4 \ 8 \\
 + \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 7 \ 3
 \end{array}$$

$$\begin{array}{r}
 8 \ 6 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 1 \ 5
 \end{array}$$

$$\begin{array}{r}
 3 \ 7 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 8
 \end{array}$$

$$\begin{array}{r}
 6 \ 6 \\
 - \boxed{\phantom{0}} \ \boxed{\phantom{0}} \\
 \hline
 4 \ 8
 \end{array}$$

Solve. Show your work.

52 children have brown eyes.

29 children have blue eyes.

How many more children have brown eyes?

\_\_\_\_\_ children

Write a problem to match the exercise.

$$\begin{array}{r}
 35 \\
 + 48 \\
 \hline
 83
 \end{array}$$

I have 52 sheets of white paper.

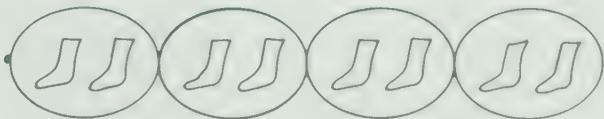
I have 29 sheets of colored paper.

How many sheets do I have in all?

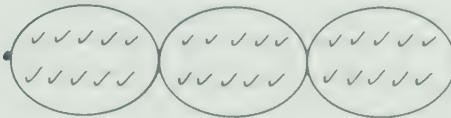
\_\_\_\_\_ sheets

Match.

3 sets of 5



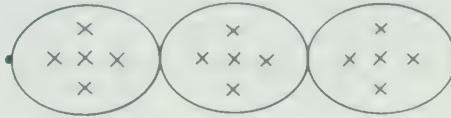
4 sets of 2



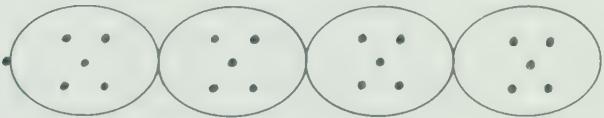
3 sets of 10



3 sets of 2



4 sets of 5



Draw.



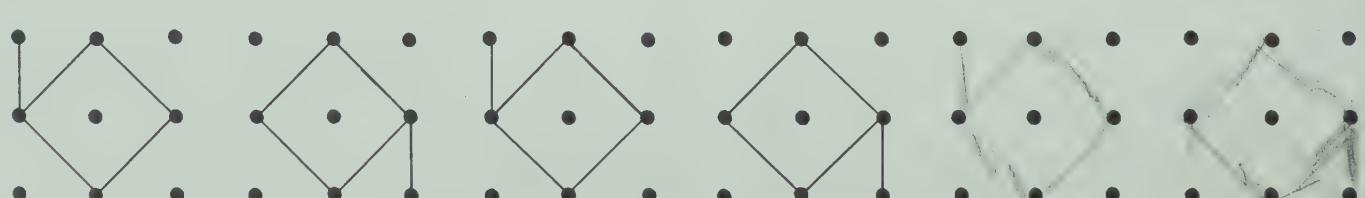
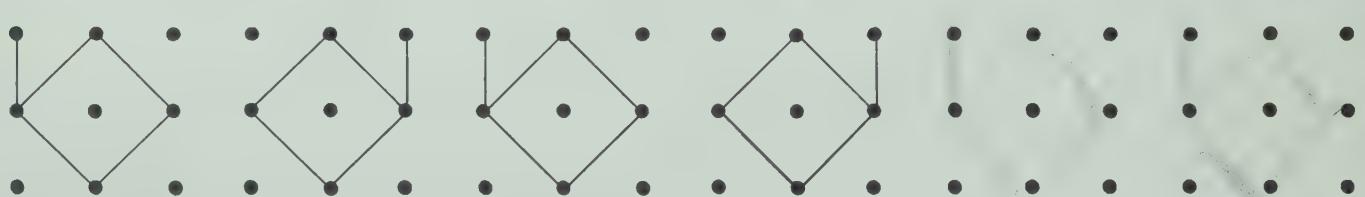
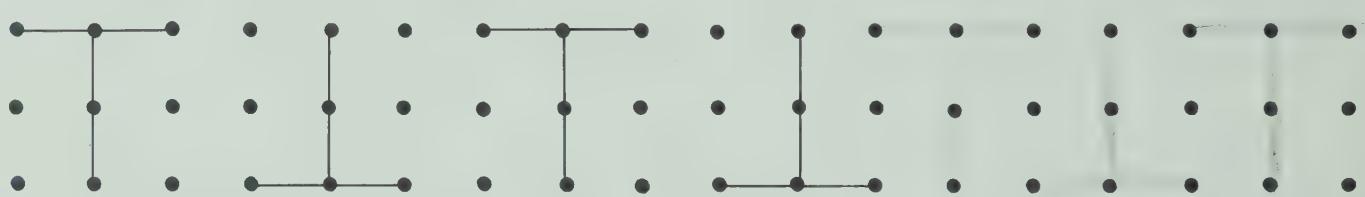
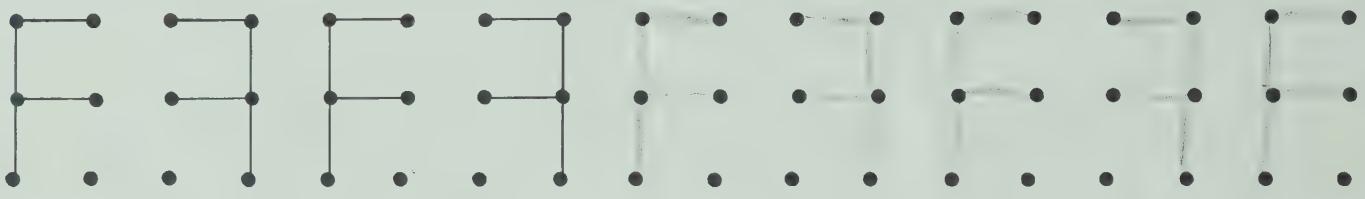
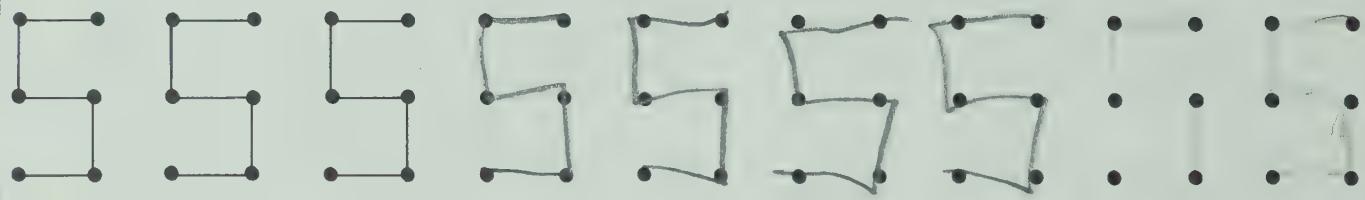
6 sets of 2

2 sets of 10

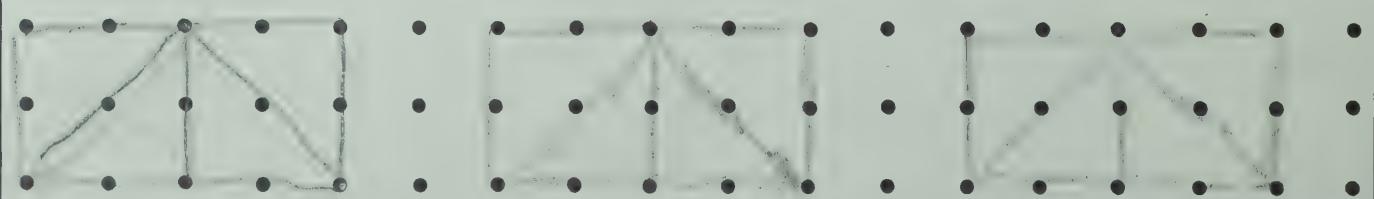
5 sets of 5

8 sets of 2

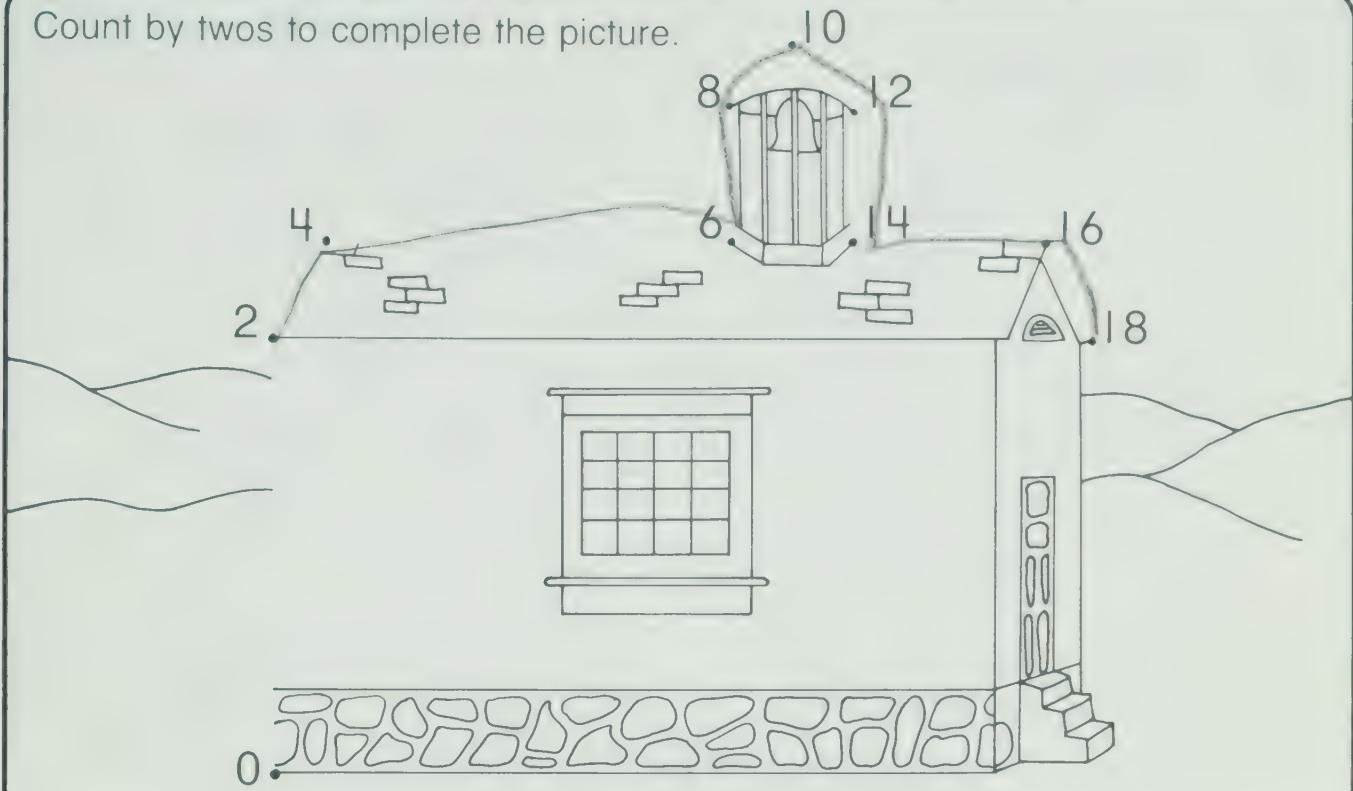
Continue the patterns.



Draw a pattern.



Count by twos to complete the picture.



Complete.

$$4 \times 2 = 8 \quad 7 \times 10 = 70 \quad 3 \times 5 = 15$$

$$3 \times 10 = 30 \quad 4 \times 10 = 40 \quad 2 \times 2 = 4$$

$$2 \times 5 = 10 \quad 3 \times 2 = 6 \quad 6 \times 10 = 60$$

$$9 \times 10 = 90 \quad 9 \times 5 = 45 \quad 7 \times 5 = 35$$

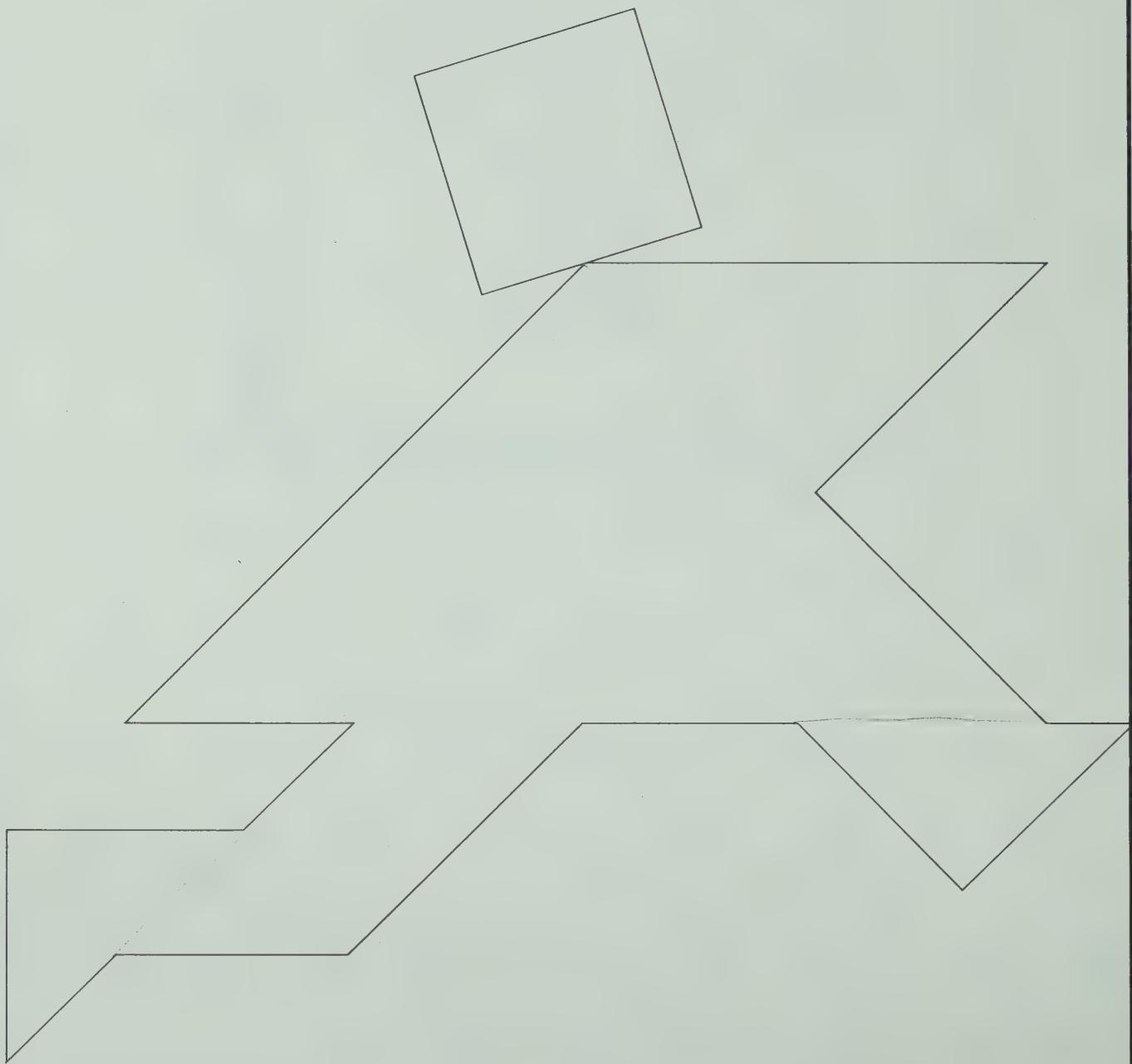
$$6 \times 2 = 12 \quad 8 \times 10 = 80 \quad 5 \times 2 = 10$$

$$4 \times 5 = 20 \quad 9 \times 2 = 18 \quad 8 \times 5 = 40$$

$$1 \times 10 = 10 \quad 0 \times 5 = 0 \quad 8 \times 2 = 16$$

Use the seven pieces.

Make this picture.



Now make your own picture.

Trace around it on a piece of paper.

Have a friend try it.

Subtract. Add to check.

$$\begin{array}{r} 253 \\ -140 \\ \hline 113 \end{array}$$

$$\begin{array}{r} 497 \\ -235 \\ \hline 262 \end{array}$$

$$\begin{array}{r} 586 \\ -334 \\ \hline 152 \end{array}$$

$$\begin{array}{r} 895 \\ -435 \\ \hline 460 \end{array}$$

$$\begin{array}{r} 627 \\ -324 \\ \hline 303 \end{array}$$

$$\begin{array}{r} 758 \\ -732 \\ \hline 026 \end{array}$$

$$\begin{array}{r} 359 \\ -354 \\ \hline 005 \end{array}$$

$$\begin{array}{r} 889 \\ -345 \\ \hline 544 \end{array}$$

$$\begin{array}{r} 576 \\ -111 \\ \hline 465 \end{array}$$

$$\begin{array}{r} 654 \\ -321 \\ \hline 333 \end{array}$$

Solve. Show your work.

There are 423 large fish.

There are 136 small fish.

How many fish  
are there in all?559 fish

There are 576 large fish.

There are 234 small fish.

How many more  
large fish are  
there?342 fish

Subtract. Add to check.

$$\begin{array}{r}
 394 \\
 -127 \\
 \hline
 267
 \end{array}
 \quad
 \begin{array}{r}
 267 \\
 +34 \\
 \hline
 501
 \end{array}$$

$$\begin{array}{r}
 471 \\
 -26 \\
 \hline
 445
 \end{array}
 \quad
 \begin{array}{r}
 455 \\
 +47 \\
 \hline
 926
 \end{array}$$

$$\begin{array}{r}
 563 \\
 +217 \\
 \hline
 780
 \end{array}
 \quad
 \begin{array}{r}
 780 \\
 +563 \\
 \hline
 1343
 \end{array}$$

$$\begin{array}{r}
 854 \\
 -329 \\
 \hline
 525
 \end{array}
 \quad
 \begin{array}{r}
 535 \\
 +854 \\
 \hline
 1389
 \end{array}$$

$$\begin{array}{r}
 746 \\
 -108 \\
 \hline
 648
 \end{array}
 \quad
 \begin{array}{r}
 746 \\
 +108 \\
 \hline
 854
 \end{array}$$

$$\begin{array}{r}
 658 \\
 -129 \\
 \hline
 529
 \end{array}
 \quad
 \begin{array}{r}
 531 \\
 +129 \\
 \hline
 660
 \end{array}$$

$$\begin{array}{r}
 995 \\
 -649 \\
 \hline
 346
 \end{array}
 \quad
 \begin{array}{r}
 346 \\
 +649 \\
 \hline
 995
 \end{array}$$

$$\begin{array}{r}
 780 \\
 -137 \\
 \hline
 643
 \end{array}
 \quad
 \begin{array}{r}
 643 \\
 +137 \\
 \hline
 780
 \end{array}$$

$$\begin{array}{r}
 674 \\
 -566 \\
 \hline
 112
 \end{array}
 \quad
 \begin{array}{r}
 112 \\
 +566 \\
 \hline
 674
 \end{array}$$

$$\begin{array}{r}
 456 \\
 -119 \\
 \hline
 337
 \end{array}
 \quad
 \begin{array}{r}
 337 \\
 +119 \\
 \hline
 456
 \end{array}$$

Solve. Show your work.

There are 136 children.

There are 328 adults.

How many people  
are there in all?

\_\_\_\_\_ people

There are 463 people.

329 people are adults.

How many are  
children?

\_\_\_\_\_ children

Count by ones.

35	36	37	_____	_____	_____	_____	_____
95	96	97	_____	_____	_____	_____	_____
436	437	438	_____	_____	_____	_____	_____

Count by twos.

12	14	16	_____	_____	_____	_____	_____
64	66	68	_____	_____	_____	_____	_____

Count by fives.

5	10	15	_____	_____	_____	_____	_____
60	65	70	_____	_____	_____	_____	_____

Count by tens.

30	40	50	_____	_____	_____	_____	_____
23	33	43	_____	_____	_____	_____	_____

Count by hundreds.

100	200	300	_____	_____	_____	_____	_____
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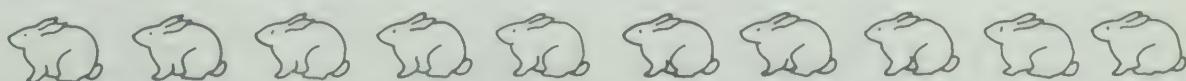
Print.

eleven \_\_\_\_\_ seventeen \_\_\_\_\_ fifty-three \_\_\_\_\_ eighty \_\_\_\_\_

Color the second rabbit brown.

Color the ninth rabbit yellow.

Color the fifth rabbit blue.



Show the numbers.

Before
15
90
188
400

Between
19    21
74    76
279    281
499    501

After
29
66
109
630

Write &lt; or &gt;.

14 ○ 20

65 ○ 56

29 ○ 30

70 ○ 60

42 ○ 24

80 ○ 92

Complete.

3 tens 4 ones = \_\_\_\_

42 = \_\_\_\_ tens \_\_\_\_ ones

6 tens 0 ones = \_\_\_\_

53 = \_\_\_\_ tens \_\_\_\_ ones

8 tens 9 ones = \_\_\_\_

90 = \_\_\_\_ tens \_\_\_\_ ones

1 hundred 2 tens 4 ones = \_\_\_\_

247 = \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones

5 hundreds 0 tens 7 ones = \_\_\_\_

410 = \_\_\_\_ hundreds \_\_\_\_ tens \_\_\_\_ ones

Add or subtract.

4	12	9	7	17	11¢
<u>+ 5</u>	<u>- 6</u>	<u>+ 9</u>	<u>+ 8</u>	<u>- 9</u>	<u>- 6¢</u>
					¢

4	4	3	7	6	4¢
0	3	3	2	5	5¢
<u>+ 1</u>	<u>+ 2</u>	<u>+ 3</u>	<u>+ 6</u>	<u>+ 7</u>	<u>+ 6¢</u>
					¢

Write the related facts.

$$3 + 7 = 10$$

Complete.

$$\underline{\quad} + 4 = 13$$

$$7 + \underline{\quad} = 11$$

$$\underline{\quad} + 8 = 17$$

Print + or -.

$$7 \bigcirc 4 = 3$$

$$8 \bigcirc 7 = 15$$

$$9 \bigcirc 9 = 0$$

$$7 \bigcirc 5 = 12$$

$$7 \bigcirc 2 = 5$$

$$12 \bigcirc 3 = 9$$

Complete.

I have 11¢

I spend 8¢

I have   ¢ left.

I have 9¢.

I get 5¢.

I have   ¢ in all.

I have 10¢.

You have 3¢.

I have   ¢ more than you.

Add or subtract.

4 0	5 0	6	3 9	5 8	6 0¢
<u>+ 3 0</u>	<u>- 4 0</u>	<u>+ 5 2</u>	<u>- 9</u>	<u>- 2 0</u>	<u>+ 3 8¢</u>
					¢

6 7	8 3	4 5	7 9	3 4	7 1¢
<u>- 2 6</u>	<u>- 6 3</u>	<u>+ 5 2</u>	<u>- 4 5</u>	<u>+ 2 4</u>	<u>+ 2 7¢</u>
					¢

Solve. Show your work.

We bake 43 cookies.  
 We eat 32 cookies.  
 How many cookies  
 are left?

       cookies

We bake 39 cookies.  
 Then we bake 30 cookies.  
 How many cookies in all  
 do we bake?

       cookies

Add or subtract.

$$\begin{array}{r} 20 \\ - 6 \\ \hline \end{array}
 \begin{array}{r} 13 \\ + 19 \\ \hline \end{array}
 \begin{array}{r} 42 \\ - 18 \\ \hline \end{array}
 \begin{array}{r} 25 \\ + 26 \\ \hline \end{array}
 \begin{array}{r} 56 \\ - 29 \\ \hline \end{array}
 \begin{array}{r} 38\text{¢} \\ + 34\text{¢} \\ \hline \end{array}$$

¢

$$\begin{array}{r} 57 \\ + 39 \\ \hline \end{array}
 \begin{array}{r} 80 \\ - 45 \\ \hline \end{array}
 \begin{array}{r} 25 \\ + 65 \\ \hline \end{array}
 \begin{array}{r} 75 \\ - 28 \\ \hline \end{array}
 \begin{array}{r} 36 \\ + 36 \\ \hline \end{array}
 \begin{array}{r} 96\text{¢} \\ - 48\text{¢} \\ \hline \end{array}$$

¢

Solve. Show your work.

52 cars are new.  
27 cars are old.  
How many more cars are new?

\_\_\_\_\_ cars

35 cars are new.  
45 cars are old.  
How many cars are there in all?

\_\_\_\_\_ cars

Subtract. Then add to check.

$$\begin{array}{r} 29 \\ - 6 \\ \hline \end{array}
 \begin{array}{r} + \end{array}$$

↗

$$\begin{array}{r} 64 \\ - 32 \\ \hline \end{array}
 \begin{array}{r} + \end{array}$$

↗

$$\begin{array}{r} 52 \\ - 39 \\ \hline \end{array}
 \begin{array}{r} + \end{array}$$

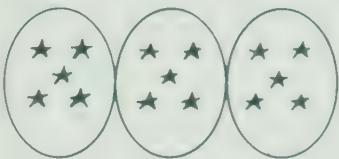
↗

Add or subtract.

$$\begin{array}{r} 321 \\ + 123 \\ \hline \end{array}
 \begin{array}{r} 849 \\ - 123 \\ \hline \end{array}
 \begin{array}{r} 406 \\ + 72 \\ \hline \end{array}
 \begin{array}{r} 738 \\ - 235 \\ \hline \end{array}
 \begin{array}{r} 380 \\ + 417 \\ \hline \end{array}$$

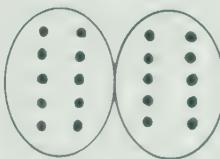
$$\begin{array}{r} 125 \\ + 125 \\ \hline \end{array}
 \begin{array}{r} 530 \\ - 116 \\ \hline \end{array}
 \begin{array}{r} 275 \\ - 239 \\ \hline \end{array}
 \begin{array}{r} 176 \\ + 309 \\ \hline \end{array}
 \begin{array}{r} 484 \\ - 126 \\ \hline \end{array}$$

Complete.



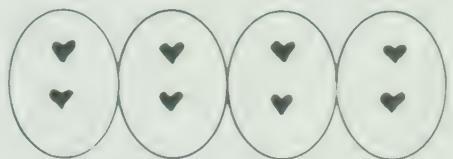
\_\_\_\_ sets of 5

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



\_\_\_\_ sets of 10

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$



\_\_\_\_ sets of 2

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

$$3 \times 2 = \underline{\quad}$$

$$6 \times 5 = \underline{\quad}$$

$$4 \times 10 = \underline{\quad}$$

$$9 \times 2 = \underline{\quad}$$

$$7 \times 10 = \underline{\quad}$$

$$10 \times 5 = \underline{\quad}$$

$$1 \times 5 = \underline{\quad}$$

$$2 \times 2 = \underline{\quad}$$

$$6 \times 10 = \underline{\quad}$$

How much?

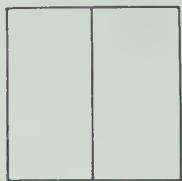

 $\underline{\quad} \text{¢}$ 

 $\underline{\quad} \text{¢}$ 

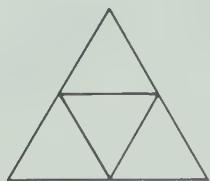
 $\underline{\quad} \text{¢}$ 

 $\underline{\quad} \text{¢}$

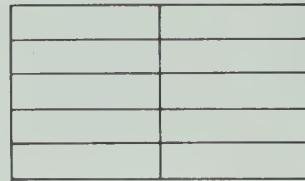
Color.



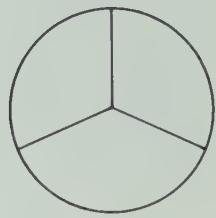
$$\frac{1}{2}$$



$$\frac{3}{4}$$



$$\frac{7}{10}$$



$$\frac{2}{3}$$



$$\frac{1}{4}$$

$$\frac{1}{3}$$

$$\frac{1}{2}$$

Complete.



— — — — — — — — — —

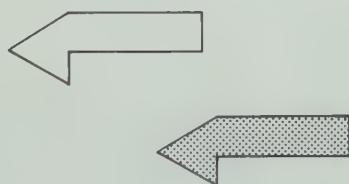


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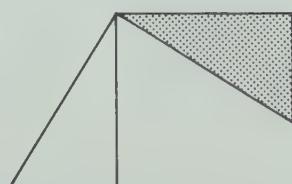


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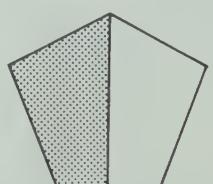
How can you make the grey shape fit the white shape?



Slide Flip Turn

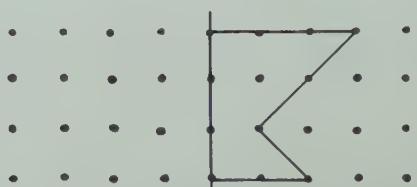
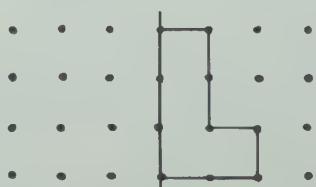


Slide Flip Turn



Slide Flip Turn

Draw the other half of each shape.



Estimate the length in centimetres. Then measure.

---

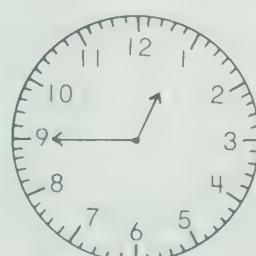
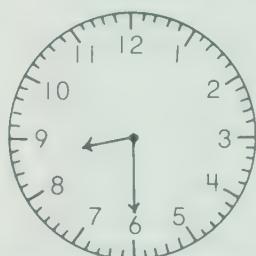
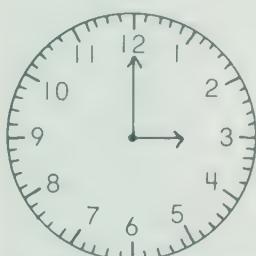
Estimate \_\_\_\_ cm

---

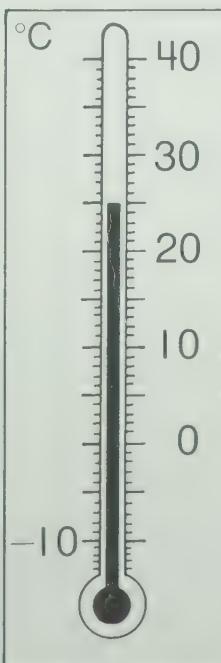
Estimate \_\_\_\_ cm

Measurement \_\_\_\_ cm

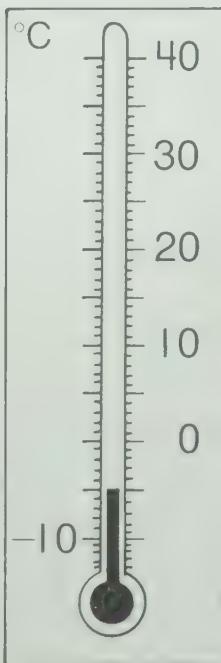
Write the time shown.



Write the temperature shown.



\_\_\_\_\_ °C

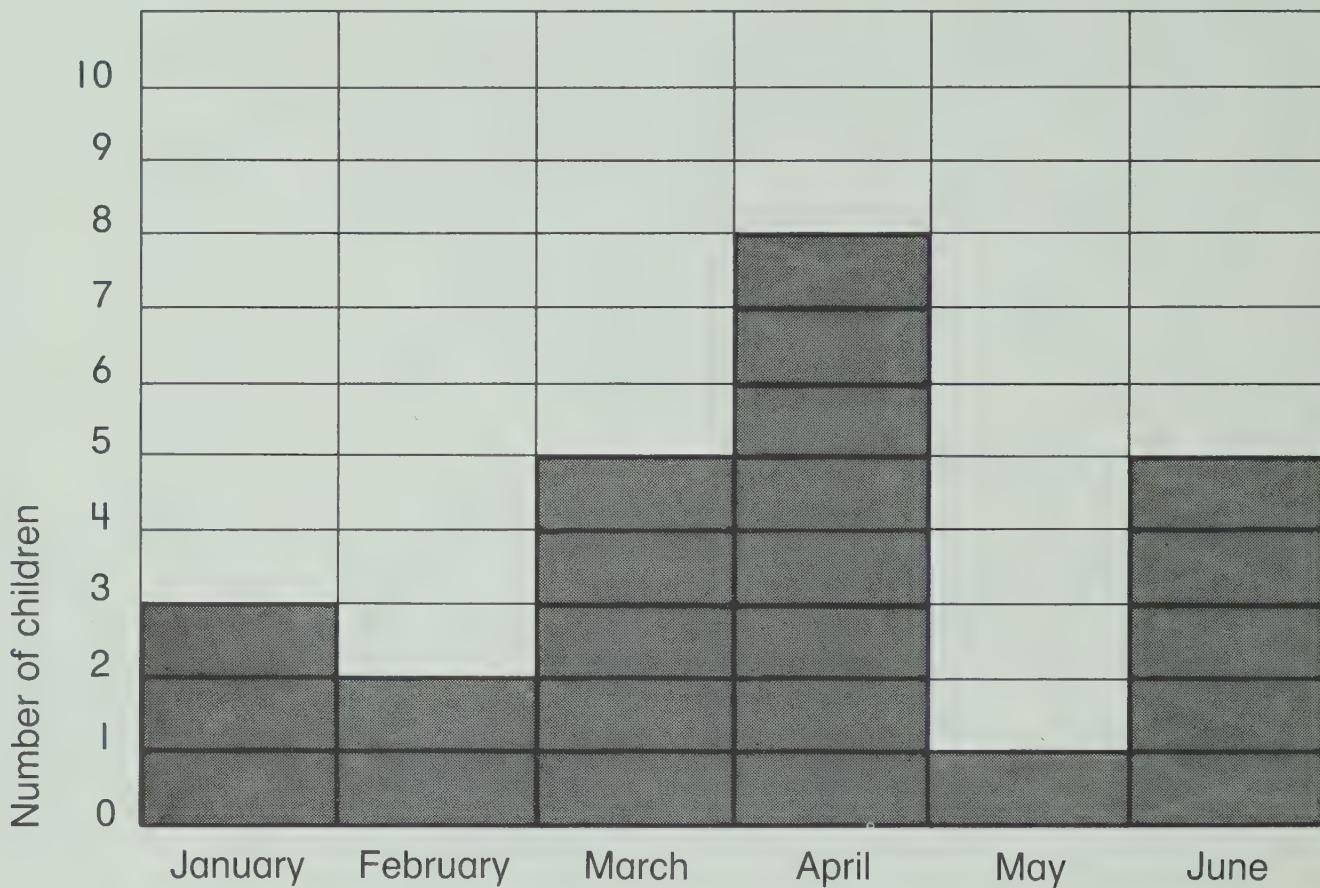


\_\_\_\_\_ °C below zero



\_\_\_\_\_ °C

## Birthdays



Complete.

How many children have a birthday  
in March? \_\_\_\_\_ in January? \_\_\_\_\_ in June? \_\_\_\_\_

Are there more birthdays  
in February or in March? \_\_\_\_\_ How many more? \_\_\_\_\_

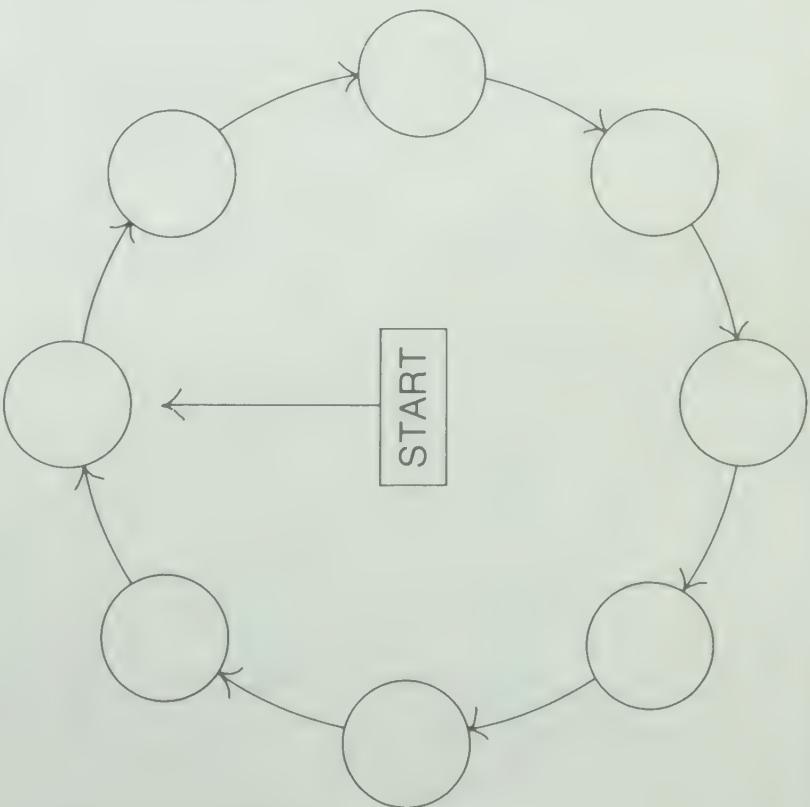
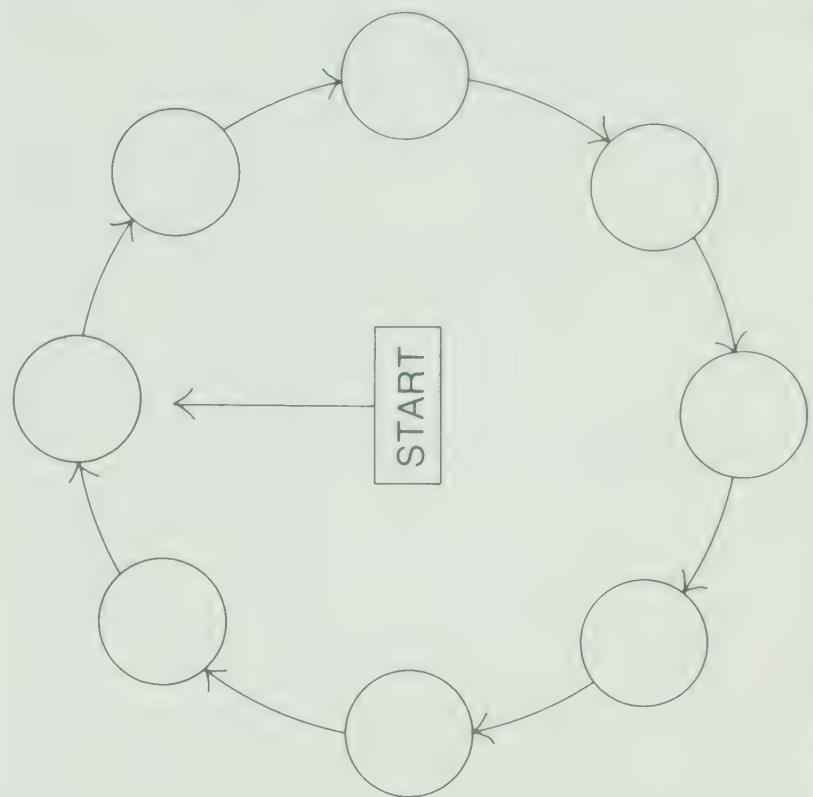
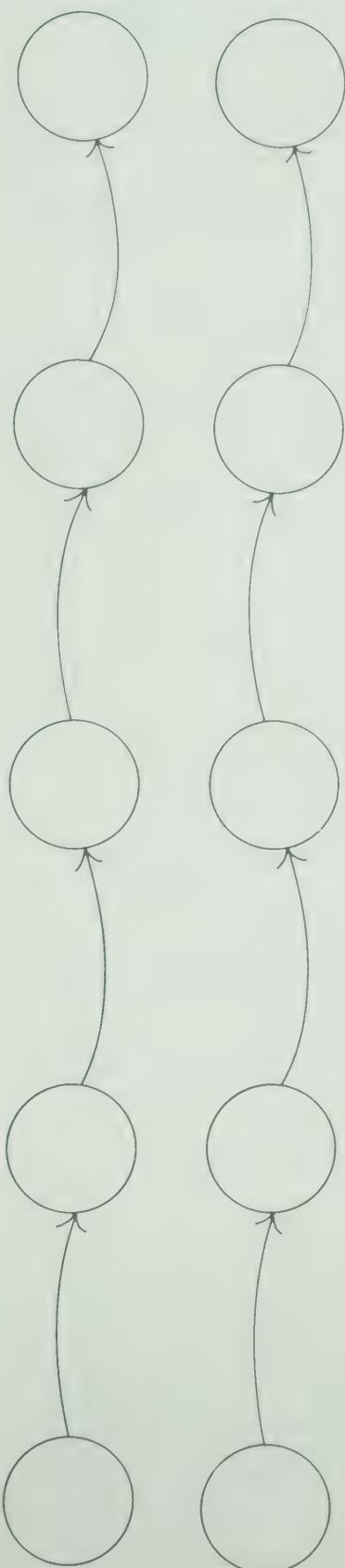
Which month has the fewest birthdays? \_\_\_\_\_

Which month has the most birthdays? \_\_\_\_\_

Which months have the same number of birthdays?

\_\_\_\_\_ and \_\_\_\_\_

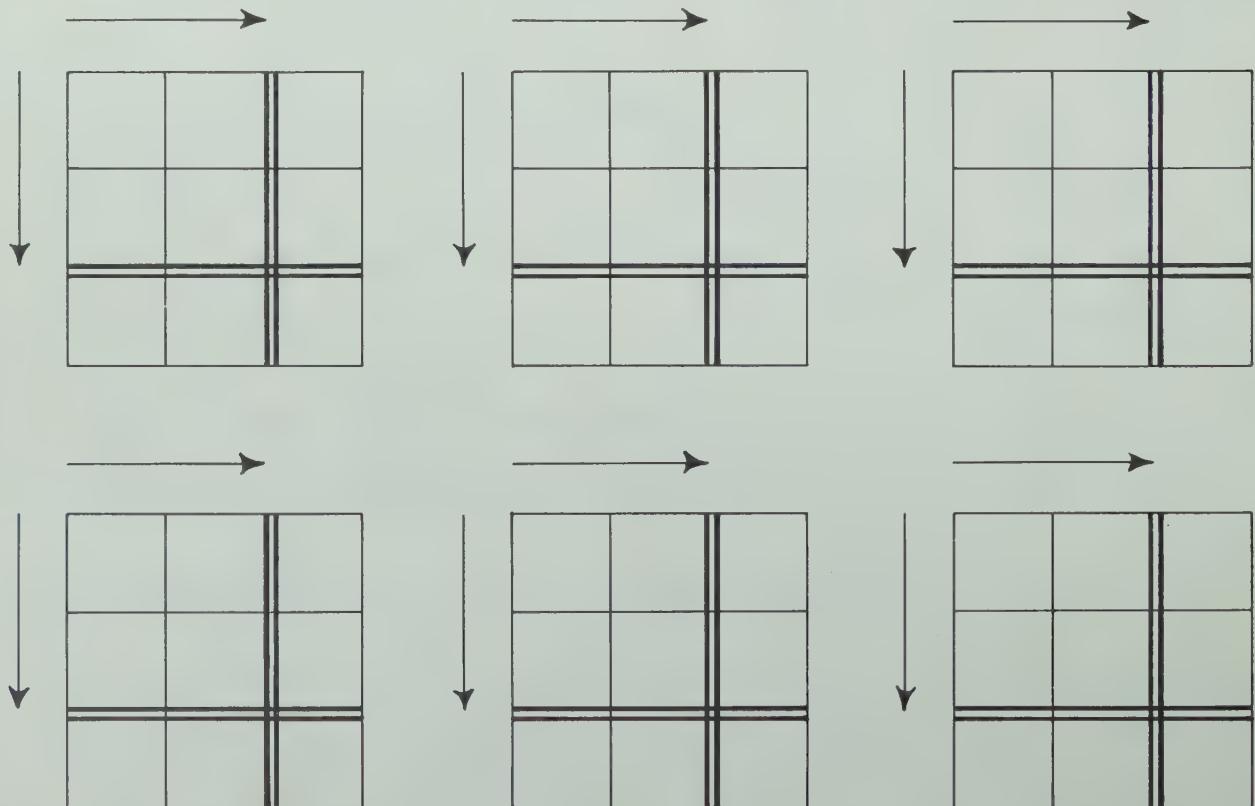
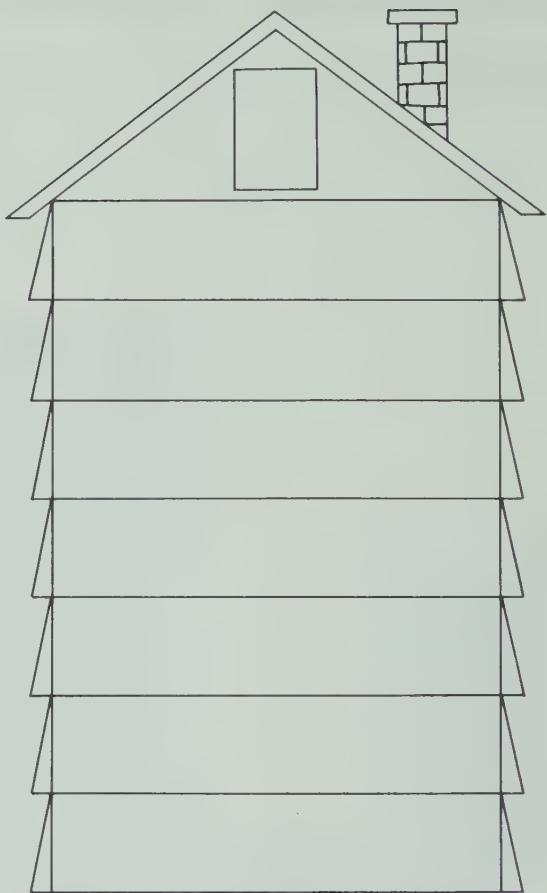
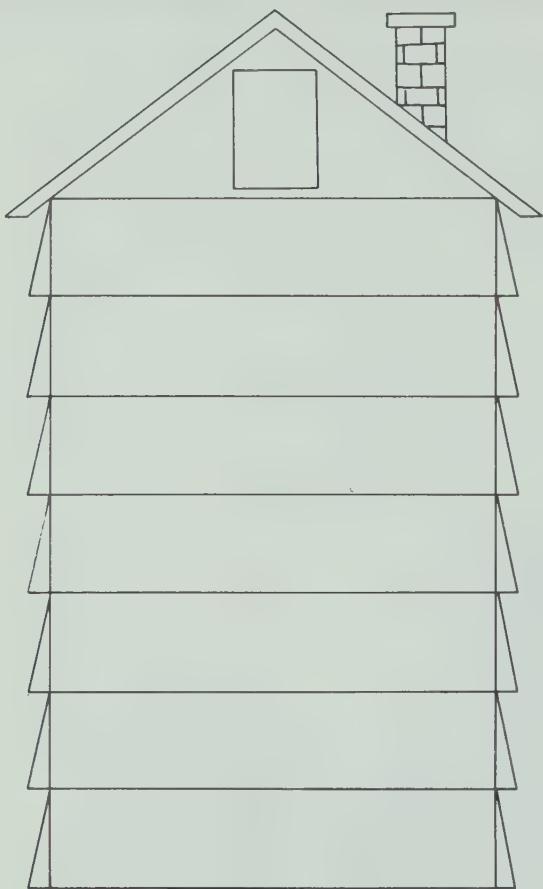
In which month is your birthday? \_\_\_\_\_

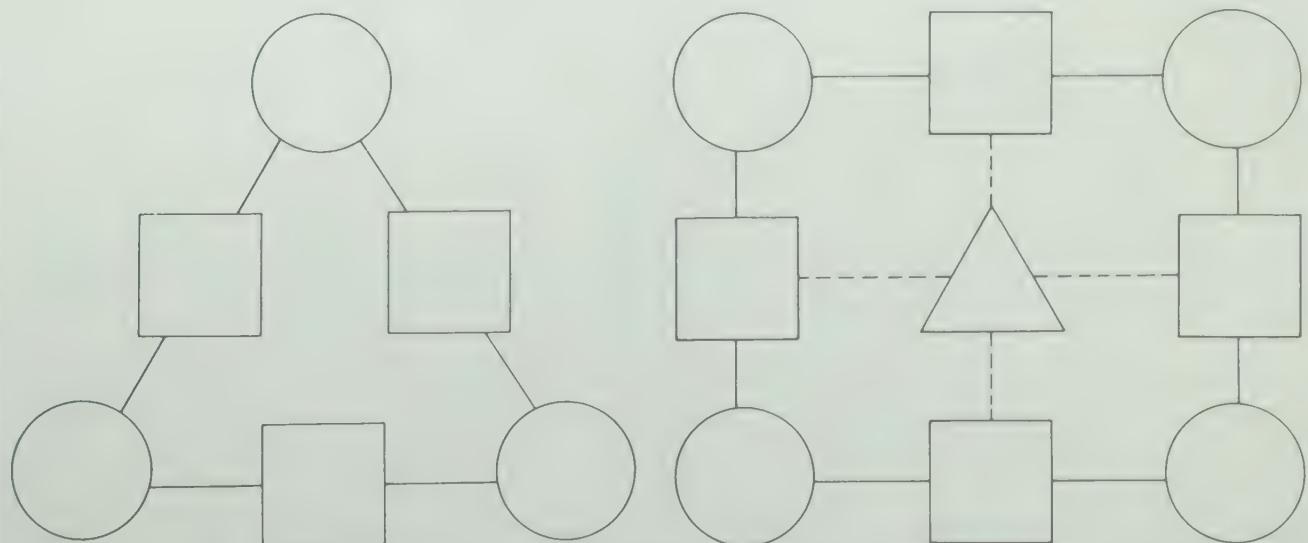
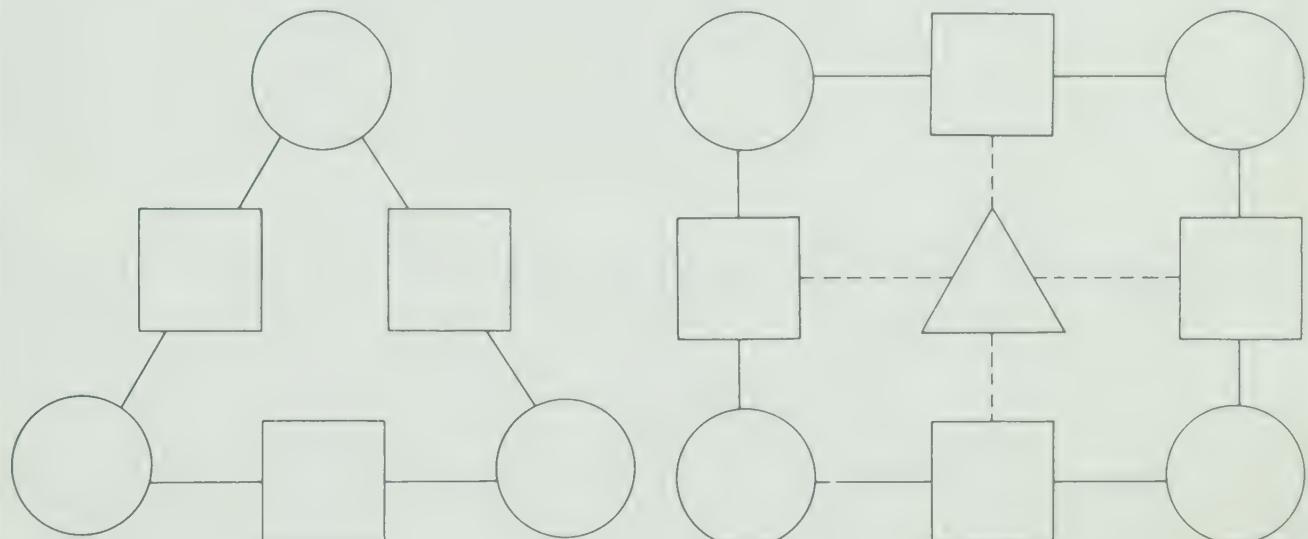
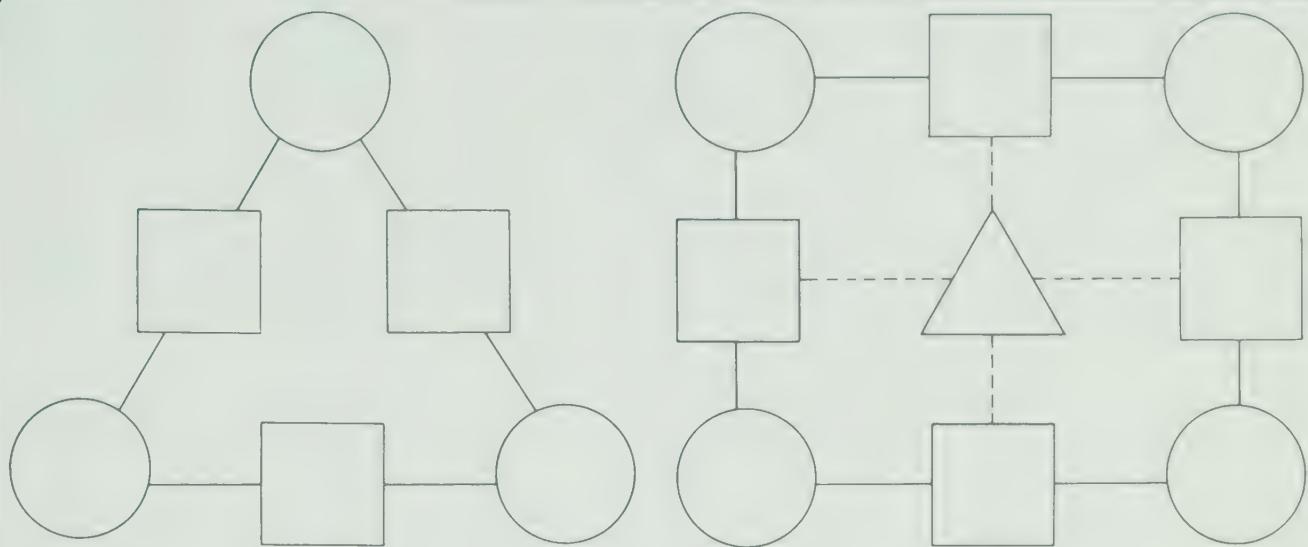


Name \_\_\_\_\_

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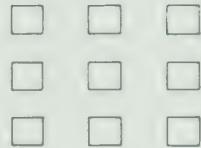
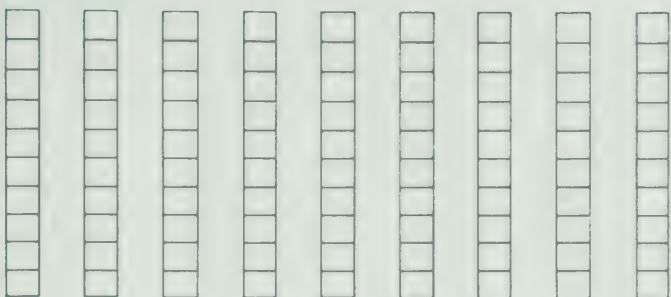


The image consists of a 5x4 grid of 20 dot matrices. Each matrix is a 5x5 grid of black dots. The patterns are identical in all four quadrants and are rotated 90 degrees relative to each other. For example, in the top-left matrix, the dots are located at (1,1), (2,2), (3,3), (4,4), and (5,5). In the top-right matrix, the dots are at (1,5), (2,4), (3,3), (4,2), and (5,1). This pattern repeats across all 20 matrices.

Name \_\_\_\_\_

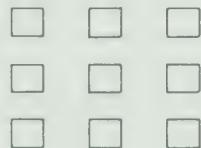
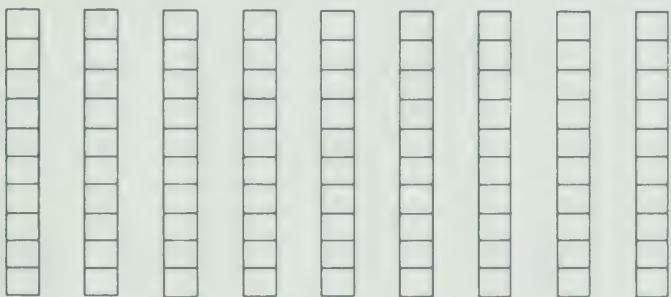
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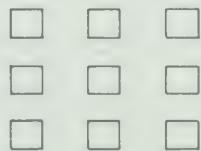
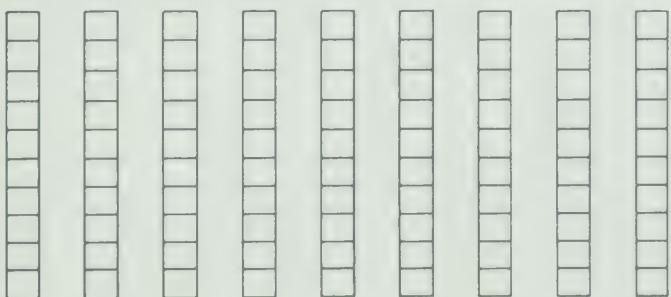
\_\_\_\_\_ tens

\_\_\_\_\_ ones



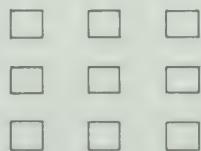
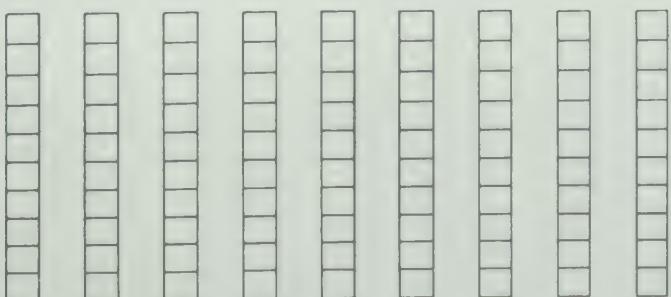
\_\_\_\_\_ tens

\_\_\_\_\_ ones



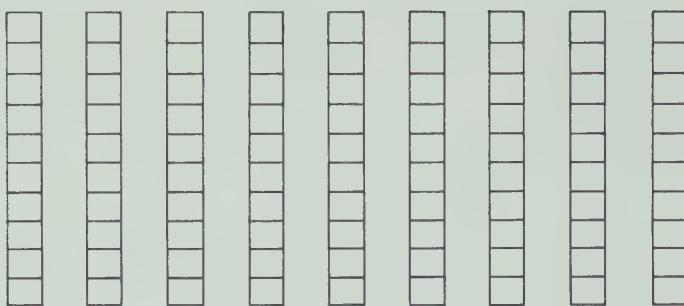
\_\_\_\_\_ tens

\_\_\_\_\_ ones

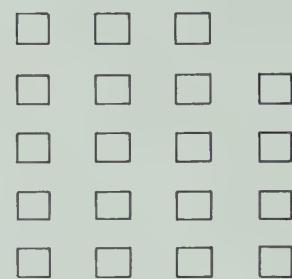


\_\_\_\_\_ tens

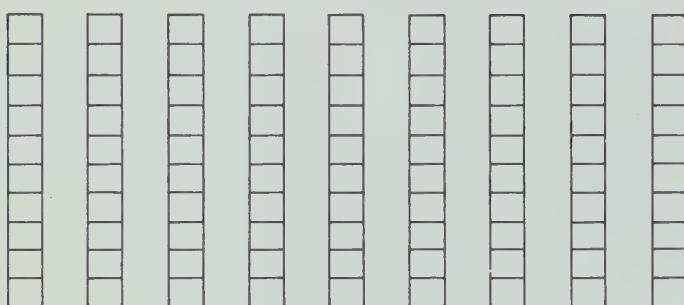
\_\_\_\_\_ ones



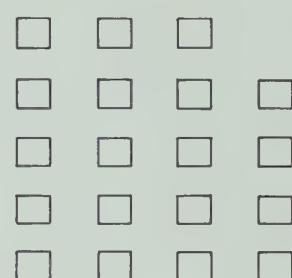
— tens



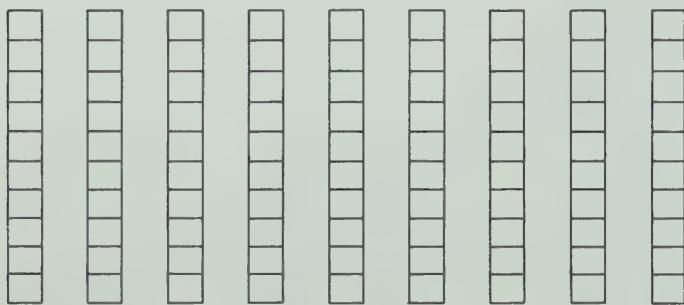
— ones



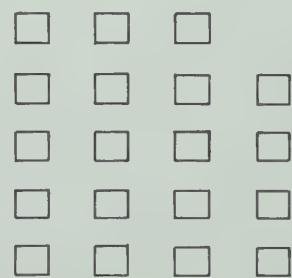
— tens



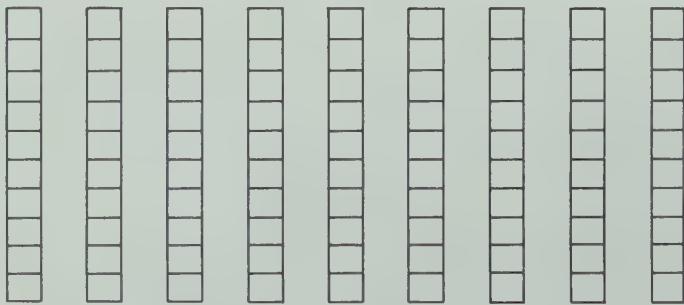
— ones



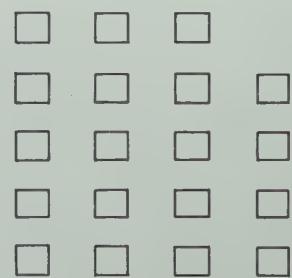
— tens



— ones



— tens



— ones

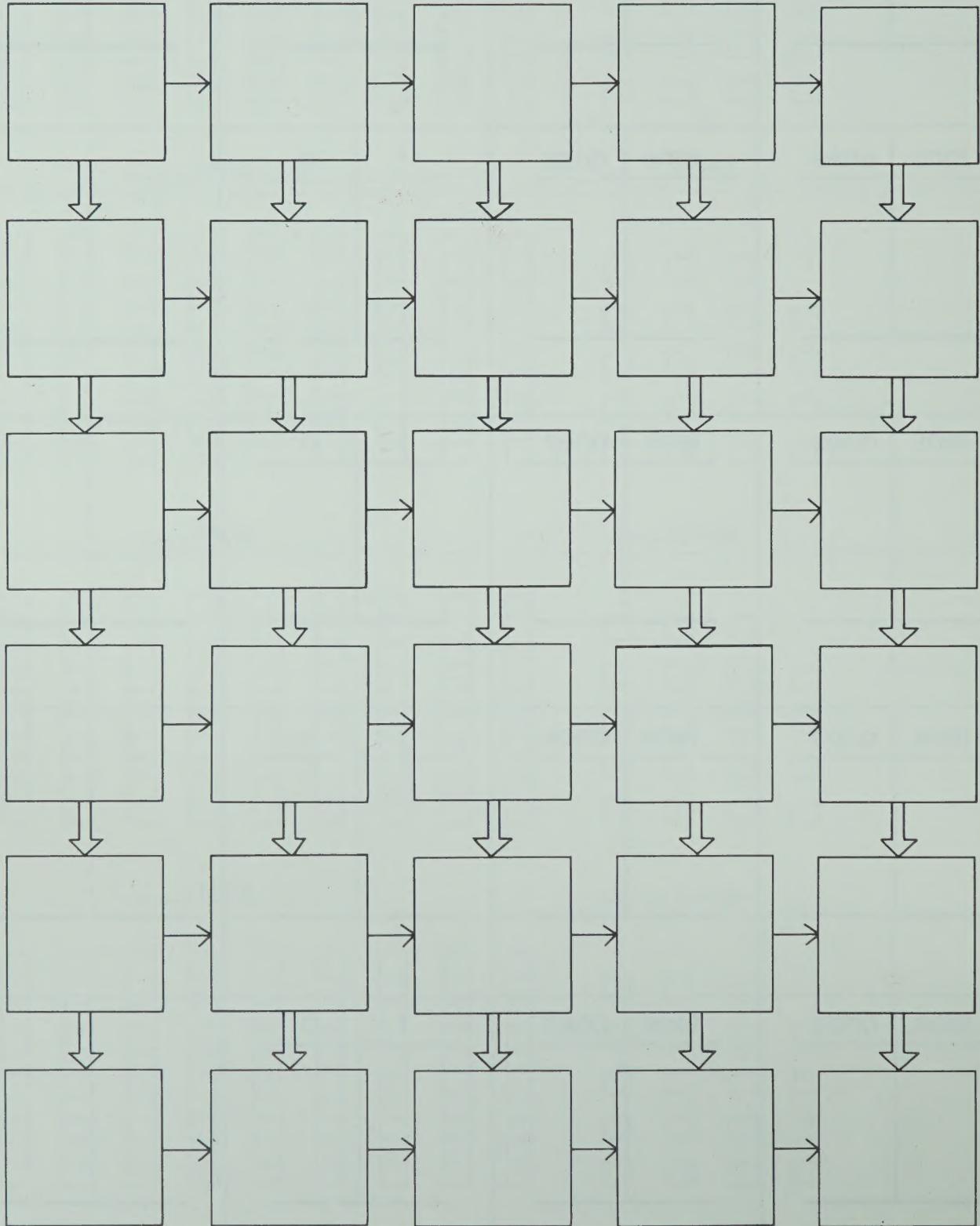
Name \_\_\_\_\_

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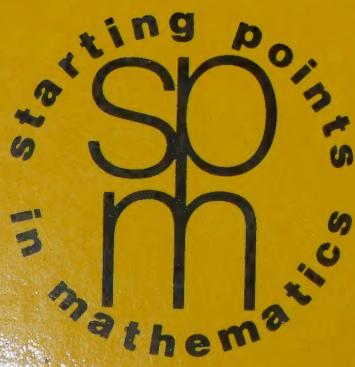
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